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ABSTRACT

An evaluation of the Mountain Empire Community College workplace literacy program included interviews with representatives from three workplace partners who stated their support for skills training programs in workplace basics. Basic skills instruction was provided to 24 students from 33 industries. Students' basic skills progress and skills levels were monitored. Deficient workplace skills areas were identified, and training programs focusing on issues of organizational effectiveness and teamwork were custom designed to meet the specific training needs. A total of 117 employees participated in job-specific and communication skills classes, 275 in organizational effectiveness and teamwork skills training. On the whole, participants rated training programs as good to excellent. Although numbers fell short of projections, the training delivered was by all measures of above average quality. Business partners gave only positive feedback as to the meaningful contribution of the project and felt excellent communication lines had been established. (Appendixes to the 12-page report include the following: advisory board and interagency council meeting agendas and minutes; partners' agreement; questionnaire to assess training needs on basic skills; materials on the basic skills curriculum; instruments to identify training needs; syllabi for organizational effectiveness, teamwork, and computer skills courses; and evaluation surveys.) (YLB)

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ED 363 719

Final Evaluation Report for Mountain Empire Community College

Workplace Literacy Program

Completed: November, 1993
Presented By: Dr. Linda Burkett

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INTRODUCTION

The following evaluation report was submitted on the WORKPLACE LITERACY PROJECT IN November, 1993. The program evaluator commends Mountain Empire Community College and the administrators of the Project for their efforts in making this program a success.

As a result of this project, communication lines have been established between educational providers and the business and industrial participants which will continue to match training needs with customized educational delivery services. In the short period of time since the conclusion of the grant, the workplace partners have, with the help of the college, identified additional training and the college has responded with relevant training programs. This demonstrates that the Workplace Literacy Project has accomplished its primary goal of providing a model for education and business to work in harmony to build a better skilled workforce which leads to a stronger economy.

MEETING THE WORKPLACE LITERACY NEEDS

GOAL 1: TO RAISE THE BASIC SKILLS LEVEL ON THE TARGETED WORKPLACES.

OBJECTIVE 1.1: Build management and union support for skills training programs in workplace basics.

Management and union support for skills training programs in workplace basics was demonstrated in the following findings:

Establishment of the Workplace Literacy Advisory Board
Minutes of meetings of the Workplace Literacy Advisory Board
Partner's Agreement signed by eleven workplace partners
List of companies participating in the Basic Skills Needs Assessment
Evaluator's interview with four representatives from workplaces eligible for participation

Documentation of these findings are found in Appendix A.

In the interview conducted by the evaluator on October 15, 1993, representatives from three workplace partners stated their support for skills training programs in workplace basics. Representatives from Cyprus Foote spoke to several strategies used to promote participation with their employees which did not yield results. Norris Industries representative spoke to the efforts made by the Workplace Literacy Program Coordinator to involve Norris employees. An on-site visit to the plant to meet with employees to describe the basics skills program was the most successful approach which brought participation from that company. From the interview, the evaluator saw evidence of good rapport and effective communication between the workplace partners in attendance and the program directors.

OBJECTIVE 1.2: Present strategy and action plan for management and, where applicable, union approval.

By signing the Partners' Agreement (Appendix A), each business partner committed to the following with the noted participation:

(a) Assigning a representative to serve on a advisory board to the Workplace Literacy Program

Each partner was represented on the Advisory Board. The Advisory Board held a total of six meeting:

Meeting Dates	Members Present
Sept. 4, 1991	14
Dec. 4, 1991	11
Mar. 3, 1992	11
June 2, 1992	10
Sept. 2, 1992	10
Dec. 15, 1992	8

Minutes of these meetings are in Appendix A.

(b) Promoting the Workplace Literacy Program among employees

Three companies (Foote, Norris, Natural Tunnel) at the interview spoke to their efforts to encourage employees to participate.

(c) Participating in a needs assessment of supervisors and managers to identify literacy needs

Three targeted workplaces (Norris, Penn VA., Ramada) involved their supervisors and managers in the assessment of literacy needs.

(d) Supporting an assessment of the basic skills of employees

Three companies(Norris, Penn VA., Ramada) participated in the basic skills assessment of their employees.

(e) Providing logistical support, within available resources, for the instruction of employees

None of the companies provided release time for employees to participate in basic skills instruction. The classes were held at the Ramada Inn which is a convenient site inside the industrial part where most of the business partners are located. Norris management sent letters to each of their employees and their families who were involved in basic skills to give positive reinforcement and offer encouragement to complete the program. Norris also awarded Certificates of Completion to those who finished the training.

OBJECTIVE 1.3: Assess the basic skill levels of the workers.

TABLE I

TARGETED WORKPLACES
ASSESSMENT OF SUPPORT OF WORKPLACE BASICS SKILLS

NAME OF TARGETED WORKPLACE	NO. EMPLOYEES EMPLOYED	ADVISORY BOARD REPRESENTATIVE	ASSESSMENT OF LITERACY NEEDS	ASSESSMENT OF BASIC SKILLS OF EMPLOYEES	NUMBER OF EMPLOYEES RECEIVING BASIC SKILLS TRAINING
NORRIS TRIM	150	KEN DECKER	✓	20 EMPLOYEES	18
BUSTER BROWN	300	KEN LANGSTON		4 EMPLOYEES	8
JOY TECHNOLOGIES	200	PAM SEALS	✓	4 EMPLOYEES	5
CYPRUS FOOTE MINERAL	40	NED GADSBY			1
PENN VA	60	BRENDA LEE	✓		0
*CUMBERLAND GLOVE	75				4
				TOTAL TRAINED	36

TARGETED NO. PROJECTED TO TRAIN 100

* NOT A SIGNED PARTNER

Basic skills assessment of workers was conducted at three companies: Norris, Cyprus Foote, Penn VA.

The instrument, "A Questionnaire to Assess Training Needs on Basic Skills", is found in Appendix B.

OBJECTIVE 1.4: Provide basic skills instruction with an adult-centered curriculum.

Basic skills instruction was provided to a total of 24 students from three participating industries. Table I shows the number of participants from each workplace which participated along with assessment information.

The Workplace Literacy Program had targeted population of 100 to participate in basic skills training.

The Basic Learning Skills course was offered at the Human Resource Development Project Lab located on the premisses of Ramada Inn in Duffield, Virginia. This facility is located within the industrial park where the majority of business partners are located. The basic skills classes were held on Monday and Wednesdays at the end of the workday. Instruction for this program utilized the BLS STAT Basic Skills Series (Appendix C). This series provides intensive review and remediation of basic skills for adults. The ten courses in the integrated instructional system covers math, reading, and grammar. Lessons automatically adapt to the student's progression and comprehension . There is a short test at the conclusion of each lesson. This ensures the student's mastery of the material before allowing them to proceed. Description of the curriculum is in Appendix C.

This course was open to all employees in the Duffield Industrial Park.

At the interview the following were discussed as barriers to participation in the Basic Skills Program: 1) Overtime work kept employees from attending, 2) Employees were not motivated to participate "Would rather dig up asphalt as to attend", 3) Rotating shifts has been a constraint, 4) Scheduled when employees could not attend, 5) Release time was not feasible with production schedule, 6) Industry was down sizing at this time, 7) Employees were intimidated, ashamed, and/or afraid to admit their level of skills.

OBJECTIVE 1.5: Provide instruction at the work site or similarly convenient locations that are conducive to adult learning.

The training was conducted at the Human Resource Development Project Lab at the Ramada Inn which is located within the Duffield Industrial Park. The site is conveniently located for the majority of the business partners. The lab is most attractive and conducive to learning. The Basic Skills Series is a computer assisted curriculum and the lab utilized was well equipped with sixteen IBM computers.

OBJECTIVE 1.6: Maintain documentation of employee participants' basic skills progress.

The instructor maintained documentation on the progress of each of the participants. The progress reports were done monthly with weekly progress charted. An example of a student's Basic Skills Progress Report is included in Appendix D.

OBJECTIVE 1.7: Monitor and evaluate the workplace skills training program.

The skills levels of participants were measured before and after the training with the BSL Testing System.

The evaluator surveyed the employers who participated in the interview with the following question:

QUESTION: To what extent were the basic skills level of your employees raised as a result of the training received?

REPONSE: Of the three companies represented, two felt there was significant improvement in basic skills and two indicated some improvement.

This survey is found in Appendix G.

The evaluator conducted an evaluation survey with the members of the Advisory Board who were participants in the interview. They responded to the following question:

QUESTION: Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

RESPONSE: Of the seven advisory board members responding, one indicated the highest level of success and six reported moderate level of success.

The surveys are included in Appendix G.

The manager of human resources at Norris was interviewed and he had only positive comments concerning the administration and delivery of the Basic Skills Program. His company had 14 of the 24 employees participating and reported that all of the participants from his organization as well as the management were happy with the results.

The instructor for the Basic Skills classes when interviewed by the evaluator expressed, " In all my years of teaching, this has been my most rewarding experience. They wanted to be there learning." She reported and documented that most students made great gains. Some students were laid off during the course of the training but continued to come to class.

GOAL 2: TO TRAIN EMPLOYEES IN ORGANIZATIONAL EFFECTIVENESS AND TEAMWORK SKILLS.

OBJECTIVE 2.1: Identify with the business partners the organizational needs of the workplace.

A needs assessment, Training Needs Assessment Report, was conducted at the worksites by Virginia Polytechnic Institute to identify the job-specific needs of units/departments in the participating workplaces. Local business and industry employers were personally interviewed to identify deficient workplace skills areas.

In response to this assessment, specific training proposals were custom designed to be delivered to Ramada Inn, Joy Technologies, Penn Virginia Corporation, Norris Trim, and Cyprus Foote Mineral Company.

This assessment instrument and others utilized to identify training needs are found in Appendix E.

OBJECTIVE 2.2: Design a series of instructional programs focusing on issues of organizational effectiveness and teamwork.

The following training programs were custom designed to meet the specific training needs identified:

INDUSTRY	PROGRAM
Joy Industries	A Step Beyond: An Organizational Career Development Workshop
	A Step Beyond: A Career Development Plan
	Today's Supervisor: A New Workplace Paradigm
Penn Virginia Corp.	Continuous Improvement Proposal

	Business Letter Writing Workshop
Norris Trim	Untie the Knots: A Positive Approach to Group Dynamics
	Up Your Productivity: Effective Self Management
	Lifestyle Overload: Strategies for Coping with Stress
	Just Do It: Retirement Planning
Cyprus Foote Mineral	Managing Your Own Behavior
Ramada Inn	You're Somebody Special: Customer Service

Course syllabi for the above is included in Appendix F. Table II shows the participation level of each business partner.

In addition, because each workplace indicated the need for computer skills, a lab was set up at the Human Resource Development Center at the Ramada Inn which is inside the Duffield Industrial Park.

Numerous computer skills courses were offered to meet specific site requests as well as courses which were identified by more than one workplace. Sample computer lab schedule and course outlines are included in Appendix F.

OBJECTIVE 2.3: Implement the program with supervisors, union leaders and employee team leaders.

Table II shows the participation level of each business partner.

A total of 117 employees participated in Job Specific and Communication Skills classes(including computer training). The number targeted for Job Specific and Communication Skills was 225.

A total of 275 employees participated in Organizational Effectiveness and Teamwork Skills training. The number targeted for Organizational Effectiveness and Teamwork Skills training was 400.

Included in Appendix G are letters from the management of participating companies commending the Human Resource Development Project and offering continued support.

In the interview, the Human Resource Manager for Norris Industries,

TABLE II

TARGETED WORKPLACES
WORKPLACE LITERACY AUDIT/TRAINING

*PAK-MOR 100 2
*CUMBERLAND GLOVE 75 5 1

NAME OF WORKPLACE	# EMPLOYEES		BASIC SKILLS PROGRAM	COMPUTER	ORGANIZATION AND TEAMWORK
	1992	1993	TRAINED	TRAINED	TRAINED
NORRIS TRIM	150		17	22	58
PENN VA	75	60	0	54	135
JOY	200		5	1	50
BUSTER BROWN	300		8	18	0
CYPRUS FOOTE	40	33	1	8	71
NATURAL TUNNEL	10	6	0	15	3
RAMADA INN	30			4	34
DUFFIELD ADULT RESIDENTIAL CENTER				8	
RIDGECREST NURSING HOME				16	1
TOTALS			36	149	352
TARGETED			100	225	400

* NOT A SIGNED PARTNER

expressed his appreciation for the opportunity to participate in the project and the spin-offs as result of the training. His company has been recognized with a quality award for the commitment shown to the project and the relevant training received by the employees. He has committed his company to continue working with Mountain Empire Community College in identifying training needs and offering financial support to the college in the design and delivery of training.

Cyprus Foote Mineral and Norris Industries felt the flexibilty of designing and formatting the training to fit the specific needs of their organizations was the greatest strengths of the project. Each felt the training needs of their organizations would change and that they had a true partner in the Community College to meet their future training needs.

The evaluator reviewed the participant's evaluations of each of the training programs. As a whole the ratings received were in the range of good to excellent. The following listing is a sampling from these evaluations:

ITEM: Please rate the overall course according to its value by checking one:

( )Excellent ( )Good ( )Fair ( )Poor

COURSE: "You're Somebody Special"
(18)Excellent (44)Good (12)Fair (3)Poor

"Introduction To Deming"
(4)Excellent (14)Good ( )Fair ( )Poor

"TQT Training"
(8)Excellent (6)Good (2)Fair ( )Poor

"A Step Beyond"
(7)Excellent (4)Good ( )Fair ( )Poor

"Financial Planning"
(7)Excellent (2)Good ( )Fair ( )Poor

"Todays Supervisor"
(7)Excellent (5)Good ( )Fair ( )Poor

"Introduction To Quality Improvement"
(8)Excellent (11)Good (1)Fair ( )Poor

"Communications, Organizational Effectiveness, Teamwork"
(58)Excellent (9)Good ( )Fair ( )Poor

The evaluation survey instruments are included in Appendix G.

The evaluator surveyed the four employers who participated in the interview with the following ratings:

QUESTION: To what extent did the organizational effectiveness and teamwork training benefit your organization?

RESPONSE: (2)Significant Improvement
(2)Some Improvement
(0)No Improvement

QUESTION: To what extent did the project meet the customized training needs of your organization?

RESPONSE: (4)Significant Improvement
(0)Some Improvement
(0)No Improvement

The surveys are included in Appendix G.

The evaluator surveyed seven the Advisory Board members present at the interview. They gave the following positive ratings:

QUESTION: Overall, how successful do you feel the project ws in training employees in organiational effectiveness and teamwork skills?

RESPONSE: (5)Highest Level
(2)Moderate Level
(0)Lowest Level

This survey is included in Appendix G.

GOAL 3: TO DEMONSTRATE A COLLABORATIVE EFFORT AMONG PUBLICLY FUNDED GROUPS SERVING THIS RURAL AREA.

OBJECTIVE 3.1: Develop an interagency council made up of key personnel to facilitate communication and program implementation.

The Interagency Council comprised of the advisory board members who represented the education/training partners was established and functioned throughout the funding cycle. The role of the Interagency Council was to facilitate communication, implement the program, monitor progress, plan for evaluation, and to make necessary changes and adjustments in the delivery of services.

The Interagency Council held seven meeting:

MEETING DATE	NUMBER MEMBERS PRESENT
Sept. 4, 1991	9
Nov. 25, 1991	8
Jan. 21, 1992	7
April 21,1992	4
May 28, 1992	4
July 1, 1992	4
Sept.21, 1992	4

Agendas and minutes for Interagency Council are included in Appendix A.

OBJECTIVE 3.2: Evaluate the effectiveness of the collaboration based upon the meeting of goals and objectives of the project and interviews of the key personnel by an external evaluator.

Table II shows the numbers of persons trained by workplace as compared to the targeted population.

The following are the ratios of targeted to trained populations:

Basic skills:	36 Trained/100 Targeted
Organizational Effectiveness and Teamwork:	352 Trained/400 Targeted
Job Specific and Communication	149 Trained/225 Targeted
Totals	537 Trained/790 Total Workforce 725 Targeted/790 Total workforce

Although the numbers fell short of projections the quality of training delivered was by all measures of above average quality. This has been documented by various evaluation instruments as reported earlier in this evaluation.

In the opinion of the evaluator the targeted population was an ambitious number of participants considering the total workforce of the workplaces eligible for participation was only 790. Also significant is the fact that several participants suffered from reduction in the workforce due to a downturn in the economy. Another workplace partner had the opposite problem of having to work their employees overtime to meet production demands. These are circumstances which could not be controlled by the Interagency Council or the Project Director.

From the interview, the evaluator got nothing but positive feedback from the business partners as to the meaningful contribution this project had made and will continue to make to their organizations. All employers interviewed felt the project personnel had done an outstanding job in assisting them in identifying their training needs and in delivery of customized training. The workplace partners expressed that excellent communication lines have been established and that training would continue as a result of this initiative.

A listing of interview participants and questions are included in Appendix H.

EVALUATION PLAN

THIS PROJECT WILL UTILIZE A COMBINATION OF MEASURES TO EVALUATE THE PROJECT. THESE INCLUDE:

(1) QUANTIFIABLE DATA OF THE NUMBER OF ADULT LEARNERS SERVED BY THIS PROJECT AND THE TYPE OF INSTRUCTIONAL SERVICES RECEIVED BY THE PARTICIPANTS. (To be collected by each educational\training organization providing instructional services.)

The Project Director submitted Quarterly Reports summarizing the training delivered to date. These reports are included in Appendix I. The Director also prepared a final narrative status report which describes the types of training delivered to the workplace partners with number of participants receiving the training. This Status Report in included in Appendix I.

(2) QUANTIFIABLE DATA OF LEARNER RESULTS. THESE TYPES WILL BE ADAPTED FROM THE ABOVE MENTIONED MODEL AND WILL INCLUDE

(A) LEARNER REACTIONS TO PROGRAM PARTICIPATION

The evaluator reviewed the participant's evaluations of the training. Results are summarized under Objective 2.3 on page 6. The instrument, "Post Program Participant Survey Sheet", is located in Appendix G along with other evaluation instruments.

Overall, the participants rated the training from good to excellent.

(B) PRE-AND POST-ASSESSMENT OF THE AMOUNT OF LEARNING THAT HAS OCCURRED IN A TRAINING PROGRAM

The skills levels of participants were measured before and after the training with the BSL Testing System and the instructor maintained weekly and monthly progress charts on each student in the Basic Skills Classes. The instructor documented that the majority of participants made great gains in basic reading and math skills.

A sample record of student progress is found in Appendix D.

(C) LEARNER SKILL ATTAINMENT TO MEASURE THE ACQUISITION OF SPECIFIC JOB SKILLS NEEDED IN THE WORKPLACE. THIS MEASUREMENT WILL BE POSSIBLE DUE TO THE LITERACY AUDIT PROVIDING AN ASSESSMENT OF JOB SKILL NEED.

The "Training Needs Assessment Report" was conducted at the worksites by VPI to identify the job-specific needs of units/ departments in the participating workplaces. The evaluation process included , 1) participant evaluation, 2) employer evaluation, 3) supervisor rating of participants, 3) advisory board evaluation. Overall, the participants and employers felt the training met the needs of the organization and was relevant to the job-specific skills needed by employees to perform their work. These evaluations are summarized on page 6 under Objective 2.3.

(3) QUALITATIVE DATA OF THE ATTAINMENT OF GOALS AND OBJECTIVES. THIS WILL BE DOCUMENTED IN QUARTERLY REPORTS. (Collected by the project coordinator.)

The Quarterly Reports are included in Appendix I.

FINANCIAL REPORT:

On October 14, 1993, the evaluator conducted an interview with Amy Barker, Business Manager and Accountant for Mountain Empire Community College. She provided for review all financial records related to the Workplace Literacy Project and related that all transactions were qualifiable within the guidelines of the Project. The financial transactions and reports were well documented and are available for review. The Project Director has submitted the final financial report with the exception of an amended budget which will clear the encumbrances on the report submitted in August, 1993. This was brought to the attention of the Project Director and she is to check on the present status of encumbrances and if clear, submit the amended and final budget.

Final financial reports and related documentation is in Appendix J.

APPENDIX A

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ADVISORY BOARD

MEMBER	ORGANIZATION
Sue Ella Boatright	Mountain Empire Community College
Joan Daugherty	Director of Scott County Office on Youth
Mitzi Holyfield	MECC-2nd Project Coordinator
Myrtle Jessee	ABE Instructor
Brenda Lee	Penn, Virginia
Connie Rhoton	MECC-Work/Family Instructor
Peggy Roach	Ramada
Peggy Rusek	MECC
Rebecca Scott	Adult Basic Education
Pam Seals	Joy
Jack Sizemore	Adult Education
Susie Tinnon	MECC-1st Project Coordinator
Nancy Willis	Buster Brown
Katie Yates	MECC
Ken Decker	Norris
Rae Addington	Instructor-MECC
Allen Duffield	Placement MECC
Patsy Fritz	Cyprus Foote
Francine Sowards	MECC-Pride Project
Ken Langston	Buster Brown
Debbie Speck	MECC-Secretary Workplace Literature
Saundra Tomlinson	Natural Tunnel State Park
Jim Whiten	Ramada
Judy Johnson	Ramada
Ned Gadsby	Cyprus Foote

MOUNTAIN EMPIRE COMMUNITY COLLEGE
CENTER FOR BUSINESS, INDUSTRY AND GOVERNMENT
HUMAN RESOURCES DEVELOPMENT ADVISORY COMMITTEE

WEDNESDAY, SEPTEMBER 4, 1991
10 A.M.

AGENDA

Introductions:	Peggy Rusek, Director Center for Business, Industry and Government
Purpose of Advisory Committee:	Peggy Rusek
Needs Assessments:	Susie Tinnon, Coordinator Human Resources Development Project
REFRESHMENT BREAK	
Munch & Manage:	Susie Tinnon Connie Rhoton, Coordinator Work and Family Institute
Work & Family Institute:	Connie Rhoton
Childcare Information:	Joan Daugherty Scott County Office on Youth
Questions:	
Wrap-up:	
Next Meeting:	Wednesday, December 4, 1991

HUMAN RESOURCES DEVELOPMENT PROJECT
ADVISORY BOARD

September 4, 1991
Ramada Inn Duffield

Members Present:

Sue Ella Boatright
Joan Daugherty
Mitzi Holyfield
Myrtle Jessee
Brenda Lee
Connie Rhoton
Peggy Roach
Peggy Rusek
Rebecca Scott
Pam Seals
Jack Sizemore
Susie Tinnon
Nancy Willis
Katie Yates

Introductions

Peggy Rusek opened the meeting and made introductions. She expressed her appreciation for everyone's participation.

Advisory Board

The partner's commitments were pointed out in the grant, and Peggy Rusek went over the procedure for determining the needs of the workplace and providing training for some of those needs. The organizations that are to provide training and education are listed in the grant. Also, the business partners of the Human Resources Development Project are listed in the grant proposal. Peggy explained that the program would not exclude other businesses in the Industrial Park if they decide to be part of the project. The benefits of the Workplace Literacy Program for the employer, employee, and the community are stated in the grant. The Advisory Board will meet on a regular basis to provide support to the program. Unfortunately, the project is already three months behind; however, an extension will be requested.

Needs Assessments

Susie Tinnon directed everyone's attention to the Needs Assessment located in each member's packet. This tool was developed for use primarily for business and industry. Valuable information can result from this tool. The Needs Assessment has already begun at Norris Trim - the final phase will be conducted on Monday, September 9. The assessment begins with an interview with the CEO to determine how he/she feels about training. The Management Survey involving the CEO & staff and the unit/dept heads follows. An Employee Survey is the final phase, asking questions such as, "Are you comfortable with your job?" "Are you productive in your job?" "What do you feel you need or what would you like?" [Norris Trim has provided space at their facility for the assessment.] Afterwards, the information is compiled and sent to VPI for assessing. They will send back demographic information and recommendations as to the type training and education is needed. Individual assessments may be done if needed and time allows. It is possible that some job analysis and task analysis may be done.

Before taking a refreshment break, Susie and Peggy took time to answer questions from the board members concerning the assessment procedures and the time frames for the assessments.

Munch & Manage

After the refreshment break, Susie Tinnon introduced the Munch & Manage concept and made reference to the brochures for these seminars located in everyone's packet. She explained that employees become more excited about the training when they feel managers are involved and supportive. She then introduced Connie Rhoton from the Work & Family Institute at MECC, who demonstrated a Munch & Manage seminar.

Connie explained that the Munch & Manage concept is designed to provide good quick tips for management to help recognize the needs of their employees. Connie then gave them a sample of her seminars using "motivation" as her topic. The demonstration lasted about 30 minutes. Managers and supervisors do not have to commit themselves ahead of time for the Munch & Manage seminars; they can just walk in without an appointment.

Childcare Information

Joan Daugherty from the Scott County Office on Youth passed out child care information and explained Scott County's desire to set up a Child Care Resource & Referral Center in the county for employers or employees who need child care services. They have been awarded $8000 to set up such a facility. Joan will be working with Carol Moore at MECC to develop resources that will help decide what would be best for each industry. It would be very helpful if each industry would write a letter describing its child care needs so they can get something started as soon as possible. The partners expressed a sincere interest in the child care program.

Closing Remarks

Peggy Rusek closed the meeting by expressing her appreciation to those who attended and announced that the next meeting would be held Wednesday, December 4 at 10:00 am. She explained that they will be trying to increase participation in the project. Members should encourage people to participate and to express their ideas.

Peggy Rusek

Peggy Rusek, Executive Secretary
Advisory Board

MOUNTAIN EMPIRE COMMUNITY COLLEGE
CENTER FOR BUSINESS, INDUSTRY & GOVERNMENT
HUMAN RESOURCES DEVELOPMENT PROJECT
ADVISORY BOARD MEETING

December 4, 1991
10 am
Ramada Inn - Duffield

AGENDA

I. **Introduction**
  - Minutes of Last Meeting
  - Personnel Changes

II. **Updates**
  - Munch & Manage Seminars
    a. Progress
    b. Feedback
  - Needs Assessment
  - Training Schedules
  - Individual Referrals
  - Dislocated Workers
  - Lab & Equipment
  - Tour of Office & Lab

III. **Input from Business Partners**
  - Orientation/Open House
  - Marketing Strategies
  - Hardware/Software Needs

IV. **The Bottom Line**
  - Table of Contents
  - Follow-up with Business Partners at Later Date

V. **Other**

VI. **Closing Remarks**
  -Next Advisory Board Meeting, March 4, 1992, 10 am

ADVISORY BOARD MEETING
December 4, 1991
10 am - Ramada Inn

Members Present:

Ken Decker
Allen Dougherty
Mitzi Holyfield
Myrtle Jessee
Brenda Lee
Denny Moskal
Connie Rhoton
Peggy Rusek
Judy Vicars
Jim Whiten
Katie Yates

Introductions

Peggy Rusek opened the meeting by making introductions and reviewing the minutes from the last meeting. She also welcomed the representative from Cypress Foote Mineral and invited them to join the partnership for this Project.

Personnel changes were then discussed. Susan Tinnon resigned as Project Coordinator after accepting a longer-term position at Northeast State Technical Community College. The coordinating position is currently in the process of being filled.

Updates

Mitzi Holyfield gave an update of the "Munch and Manage" seminars including total number of participants and the number of different companies represented. She also listed the topics covered and additional topics of interest on a flipchart. Cypress Foote expressed an interest in attending seminars on "Attitudes" and "Team Building."

Connie Rhoton then explained the purpose of "Munch and Manage" and her enthusiasm about future seminars.

Mitzi then gave each member a copy of an "Interest Survey" from the Work and Family Institute which contained topics that were already developed and could be brought into the workplace. Connie stated that she only needed 1-2 days notice to conduct seminars on any of the given topics.

These surveys could be given to all employees if desired by management. Ken Decker and Allen Dougherty expressed an interest in getting enough surveys to pass out to all of their employees as soon as possible.

Denny Moskal and Brenda Lee expressed an interest in some more of the "Munch and Manage" type seminar, but more in depth. Connie and Peggy stated that they would try to set up one topic per month on a trial basis beginning in January. Allen Dougherty indicated an interest in an overview of certain topics related to necessary business practices (EDA, ADA, OSHA, etc.); several others agreed.

Peggy explained that the Needs Assessment had been completed in three industries and results had been received for one (Norris Trim). The results for PVRC is expected today, and Ramada Inn's is expected shortly thereafter. Unfortunately VPI has taken longer than expected to send results due to budget cuts.

Scheduling training sessions will be flexible in order to meet the needs of the industry.

The Human Resources Development Office will also serve as a referral source for individuals who need assistance from other providers. One example would be the Dislocated Worker program. Unfortunately, Earline Lane (The Employment Company) was unable to attend the meeting, but will provide information on this program to those who are interested.

Break - Tour of Office/Computer Lab

Input from Business Partners

At this time, the Human Resources computer lab contains 10 IBM's, 1 Panasonic Printer, 1 HP Laser Printer, 4 workstations, 4 computer chairs, and 2 printer stands. Six more workstations and 6 chairs have been ordered.

Plans for an orientation/open house are being made. This will probably be scheduled more than once beginning in January (11 am - 7 pm). The "Questionnaire to Assess Training Needs on Basic Skills" was given to each member and the purpose of this tool explained by Peggy. Each student will be asked to fill out one of the questionnaires during the orientation sessions.

Allen Dougherty indicated an interest in career assessment tools. He also expressed a need for more information on courses at MECC; classes are sometimes too basic or not beneficial for the student.

Ideas are needed for marketing materials. Some strategies suggested were information booths, flyers, poster boards, and billboard ads.

Some software has already been ordered; such as, Wordperfect, Lotus 1-2-3, and DBase III. Brenda Lee expressed an interest in DBase IV for PVRC employees.

The Bottom Line

Each member was given a copy of The Bottom Line and asked to read it carefully to determine whether or not this type of approach would benefit their organization. Peggy went over the table of contents briefly and explained that the Human Resources office would follow up with each one at a later date to determine their thoughts about The Bottom Line approach.

Other

Other items discussed included the need to get a copy of the grant to Denny Moskal.

Closing Remarks

Peggy thanked everyone for attending the meeting and informed them that the next scheduled Advisory Board meeting would be March 4, 1992 at 10 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
Center for Bus. Ind. & Government
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
MARCH 3, 1992 - 10 AM

AGENDA

I. REVIEW OF LAST MEETINGS MINUTES

II. UPDATES
  - Personnel
  - New Partners
  - New Introductions
  - Hardware/Software
  - Instruction/Training

III. THE BOTTOM LINE
  - Areas Identified for Possible Literacy Audit
  - Comments/Suggestions

IV. FUTURE PLANS
  - Possible Extension of Time Period for Project
  - Possible Expansion of Computer/Instruction Lab

V. OTHER

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
MARCH 3, 1992 - 10 AM

Members Present:

Rae Addington
Ken Decker
Allen Duffield
Patsy Fritz
Mitzi Holyfield
Brenda Lee
Connie Rhoton
Peggy Rusek
Rebecca Scott
Jack Sizemore
Francene Sowards

The meeting began with a review of the minutes from the last meeting. Peggy Rusek then introduced Mitzi Holyfield as the new Project Coordinator for the Human Resource Development Project and announced that an Office Services Assistant would be hired within the next month.

Cyprus Foote Mineral Company recently joined the partnership and has since been participating in ongoing training sessions.

Rae Addington discussed her role in the project. She is currently teaching several communications courses in the computer lab at the Ramada Inn. Connie Rhoton also talked about the various training projects she is involved in. She teaches communications, organizational effectiveness, team building, and several other customized training courses. Rebecca Scott talked about the work that Adult Basic Education has been doing with students on basic skills training and what is available to the students.

Allen Duffield, Coordinator of the Career Center at MECC gave a short presentation describing the Center and what it has to offer. He passed out various brochures which explained the programs available that can help provide current information on jobs.

An update was given on hardware and software and additional needs were discussed. The project plans to purchase seven additional computers, computer tables and chairs, and one additional printer for a second computer lab.

Peggy asked for any suggestions or comments on The Bottom Line. No suggestions/comments were made.

The subject of a six month no-cost extension of time for the project was brought up and all board members agreed that this would be wonderful idea and to proceed with the request.

The meeting was adjourned at approximately 11 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
CENTER FOR BUSINESS, INDUSTRY, & GOVERNMENT
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
JUNE 2, 1992

AGENDA

I. REVIEW OF LAST MEETINGS MINUTES

II. UPDATES
- Personnel
- New Introductions
- Instructions/Training

III. NEW COMPUTER/INSTRUCTION LAB
- Equipment Received
- Equipment On Order

IV. IDENTIFIED TRAINING NEEDS
- Instructional
- Hardware/Software

V. EXTERNAL EVALUATOR'S SUGGESTIONS

VI. OTHER

MOUNTAIN EMPIRE COMMUNITY COLLEGE
CENTER FOR BUSINESS, INDUSTRY, & GOVERNMENT
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
JUNE 2, 1992

Members Present:

Rae Addington
Sue Ella Boatright
Patsy Fritz
Ned Gadsby
Mitzi Holyfield

Myrtle Jessee
Brenda Lee
Connie Rhoton
Peggy Rusek
Debbie Speck

The meeting began with a review of the minutes from the last meeting. Mitzi Holyfield then introduced Debbie Speck as the new Office Services Assistant for the Human Resource Development Project. Ned Gadsby was then introduced as the new Plant Manager for Cyprus Foote Mineral.

Rae Addington discussed her role in the project. She is currently teaching Communicating with Computers, Communicating with Spreadsheets I, II, and Relational Database Communications. Myrtle Jessee then discussed her role. She is teaching the Basic Learning Skills class. Connie Rhoton also talked about the various training workshops she is conducting.

The project will be opening another computer/instruction lab at the Ramada Inn. The lab will be in Room 241. The lab will be opening as soon as all the equipment is received.

An update was given on hardware and software and additional needs were discussed.

Peggy Rusek distributed copies of a report from our external evaluator, Rex Adams. The report consisted of suggestions for the enhancement of the project. Peggy then asked for any comments concerning the report. The members agreed that some of the suggestions should be initiated.

The meeting was adjourned at approximately 11 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
SEPTEMBER 2, 1992

AGENDA

I. REVIEW OF LAST MEETINGS MINUTES

II. NEW PARTNERS/REPRESENTATIVES

III. UPDATES
  A. Personnel
  B. Computer/ Instruction Lab
  C. Staff Development

IV. FEDERAL GUIDELINES FOR NEW PROJECT PERIOD
May 1993 - October 1994

V. BUSINESS/ INDUSTRY TRAINING NEEDS

VI. OTHER

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
SEPTEMBER 2, 1992

Members Present:

Sue Ella Boatright	**Connie Rhoton**
Mitzi Holyfield	**Peggy Rusek**
Myrtle Jessee	**Debbie Speck**
Judy Johnson	**Saundra Tomlinson**
Brenda Lee	**Jim Whiten**

The meeting began with a review of the minutes from the last meeting. Mitzi Holyfield then introduced Natural Tunnel State Park as a new business partner under the current project and Lenowisco Planning District as a potential new partner under the current funding period.

Sue Ella Boatright announced that she would resume her duties as project director. Sue Ella was named as the director at the beginning of the project, but due to a heavy workload, she placed Peggy Rusek in this position until she could once again resume the duties as project director.

Mitzi informed everyone that the new computer/instruction lab in Room 241 is now open. Members were invited to tour the new lab following the meeting.

Mitzi also announced that staff development workshops will be held for staff and instructors. These workshops will be held to help put together a more individualized educational plan for students and to link all instruction together. These workshops will be provided by the Center for Literacy Studies. They will be held September 30, October 28, and November 11. The Center for Literacy Studies will also serve as consultants for the Human Resource Project.

The federal guidelines for the new project period (May 1993 - October 1994) were then discussed. Everyone was given a copy of the new provisions for training under the new funding period.

Myrtle Jessee gave an update on the Basic Learning Skills classes. Connie Rhoton also talked about the various training workshops she has been conducting and the upcoming course "**Adventures in Attitudes**".

The meeting adjourned at approxiamtely 11:00 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING

DECEMBER 15, 1992
8:00 AM

AGENDA

I. REVIEW OF LAST MEETINGS MINUTES

II. STAFF DEVELOPMENT
  - A. Review Goals/Responsibilities
  - B. Review Barriers
  - C. Solutions(s) to Barriers(s)

III. FUTURE TRAINING
  - A. Total Quality Management Dinner - January 14, 1993
  - B. Financial Planning - Suggestions on Topics
  - C. Human Resource Skills & Computer Skills Training

IV. BUSINESS/INDUSTRY NEEDS
  - A. Current Training Sessions
  - B. Suggestions

V. OTHER

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
DECEMBER 15, 199~~3~~2

Members Present

Ken Decker
Patsy Fritz
Mitzi Holyfield
Myrtle Jessee
Ken Langston
Connie Rhoton
Debbie Speck
Saundra Tomlinson

The meeting began with a review of the minutes from last meeting. Mitzi Holyfield then discussed the progress made from the staff development meetings. A review of goals/responsibilities, a review of barriers, and a review of solutions to barriers was given.

Mitzi informed everyone of the Total Quality Management Dinner being held on January 14,1993. Myrtle Jessie gave an update on the Basic Skills classes. Connie Rhoton also talked about the various training workshops she has been conducting and upcoming workshop.

Mitzi then discussed that current training would be winding down before Christmas break. Grades had to be in before the break.

Business and industry needs were discussed. Suggestions for future training needs were also discussed.

The meeting adjourned at approximately 11:00 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
ADVISORY BOARD MEETING
MARCH 19, 1993

AGENDA

I. BASIC PRICE GUIDELINES FOR NON-CREDIT TRAINING

II. SCHEDULED TRAINING WORKSHOPS

III. ITEMS OF INTEREST

IV. OTHER

INTERAGENCY COUNCIL

MEMBER	AGENCY
Rae Addington	Instructor
Mitzi Holyfield	2nd Project Coordinator
Connie Rhoton	Work/Family Instructor
Debbie Speck	Secretary
Edna Compton	Library Literacy
Betty Finch	Library Literacy
Peggy Rusek	Project Director
Rebecca Scott	Reg. Director Adult Education
Francine Sowards	Pride
Katie Yates	Pride
Susie Tinnon	1st Project Coordinator
Jack Sizemore	Adult Education Coordinator
Myrtle Jessee	ABE Instructor
Kimberly Green	Part-Time Secretary-Project
Earline Lane	Director of JTPA-Scott County
Brenda Bolling	Instructor

File

INTERAGENCY COUNCIL
MECC WORKPLACE LITERACY GRANT

SEPTEMBER 4, 1991

AGENDA

I. INTRODUCTION - PEGGY RUSEK

II. GRANT

- ROLE OF INTERAGENCY
- QUESTIONS

III. NEEDS ASSESSMENT

- NORRIS TRIM

IV. OFFICE LOCATION

V. FUTURE MEETINGS

HUMAN RESOURCES DEVELOPMENT PROJECT
INTERAGENCY COUNCIL

September 4, 1991
Ramada Inn, Duffield, VA

Members Present:

- Kimberly Green
- Mitzi Holyfield
- Myrtle Jessee
- Connie Rhoton
- Peggy Rusek
- Rebecca Scott
- Jack Sizemore
- Susie Tinnon
- Katie Yates

Introductions

Peggy Rusek opened the meeting by making introductions and explaining that the grant was awarded May 1. Hopefully the program will improve the work and image of the Industrial Park, and will also encourage new industry in the park.

Grant (Role of Interagency)

Susie Tinnon made reference to the grant proposal in the packets each member received and explained the goals.

Susie described each person's role in the Workplace Literacy Program and made reference to Connie Rhoton's grant on page 4 of the proposal and explained how the Work & Family Institute will play a role. She also pointed out the benefits listed on page 7 for employers, employees, and the community. The Child Care Program will be one of the resources for employees in training.

Susie explained the importance of fulfilling the goals of the Plan of Operations. She also made reference to the flow chart on page 11 and explained how people would be working together. It is important to incorporate the evaluation plan into the training program from the very beginning. Human Resources is obligated to do a thorough and specific evaluation; hopefully we can expand the program and be even more specific as time goes on. Also, bringing in outside evaluators would be beneficial.

The budget gives an idea of how funds are allocated (the largest amount allocated being for instructional purposes.)

The role of the Interagency Council is spelled out in the grant proposal. This Council will be relied on greatly.

Needs Assessment

We hope to work together as a team for assessment, instructing, and providing. The Needs Assessment will be done first. The Needs Assessment tool is very thorough; not job/task specific, but it gives them the opportunity to express what type of training they want and what they feel they may need in the future.

We are currently conducting a Needs Assessment at Norris Trim and will be conducting the final phase on Monday, September 9. All employees will be given the assessment, and it will be their first opportunity to have specific information about the Human Resources Development Program. They will see that Management and MECC can provide opportunities for them. After completing the assessment, the information will be put together and sent to VPI to be evaluated and we will be given a synopsis of what type of training is needed and if a more in-depth study is needed. Although The Needs Assessment is time consuming, we cannot do training without it.

We plan to begin implementing Needs Assessments in other industries as soon as possible. Unfortunately, we cannot provide all the training that might be needed because the grant does not allow for certain areas of training.

Office Location

Hopefully, we will have the information as soon as possible. If space is not provided at the industries for training, space will be available at the Ramada Inn in rooms 243 & 245.

Closing Remarks

Presently, plans are for the Interagency Council to meet on a monthly basis; but it may possibly meet more often if needed and as information comes in. We will try to plan meetings a week in advance.

Susie expressed a desire to see participation from all the providers.

The meeting was adjourned at 10 am.

Susie Tinnon

Susie Tinnon, Executive Secretary
Interagency Council

INTERAGENCY COUNCIL MEETING

November 25, 1991
10 am
Ramada Inn - Duffield
Room #245

AGENDA

I. **Introduction**
- Review of last meeting

II. **Updates**
- Munch & Manage Seminar Update
    - a. Progress
    - b. Feedback
- Lab and Equipment Update
- Personnel Update
- Communication with Business Partners
    - a. Marketing Efforts
    - b. Needs Assessments for Businesses

III. **Where do we go from here?**
- Orientation
- Open House
- Marketing materials
- Identifying New Partners
- Hardware Needs
- Software Needs
- Video Needs and Other Supplies
- What can be provided?
- Inservice & Training
- Other Ideas

IV. **Closing Remarks**
- Reminder of Advisory Board meeting on Dec. 4 at 10 AM

INTERAGENCY COUNCIL MEETING
November 25, 1991
10 am - Ramada Inn

Members Present:

Sue Ella Boatright	Mitzi Holyfield
Edna Compton	Earline Lane
Cecile Dingus	Peggy Rusek
Betty Finch	Katie Yates

Introduction

Peggy Rusek opened the meeting by introducing everyone and explaining their role in the Project. Sue Ella Boatright expressed her enthusiasm about the Project. Mitzi Holyfield then gave a brief review of the minutes from the last meeting.

Updates

Mitzi gave an update of the "Munch and Manage" seminars including total number of participants and the number of different companies represented. She also listed additional topics of interest that were indicated for future seminars.

Peggy gave an update on the computer lab and equipment. To date, we have received 10 IBM's, 1 Panasonic Printer, 1 HP Laser Printer, 4 workstations, 2 printer stands, and 4 computer chairs. We have recently ordered 6 more workstations and 6 chairs.

Peggy then announced Susan Tinnon's resignation as Project Coordinator and the fact that the coordinator's position is currently in the process of being filled.

The assessment results have been received from Norris Trim and a training plan is currently being developed. The results from PVRC have not yet been received, but are expected back any day, and the employee surveys for Ramada Inn were sent to VPI last week.

Where do we go from here?

Peggy explained plans for an orientation and an open house for employers and employees and the desire to have the educational partners help host the event.

Ideas are needed for marketing the project. To date, an information sheet and brochures have been developed. Some other possibilities suggested were billboard advertisement, newsletter, newspaper, etc.

Cypress Foote Mineral has expressed a desire in becoming a partner in this project and has been invited to join us at the upcoming Advisory Board meeting. Edna Compton expressed her feeling that Pak-Mor may also benefit from this project.

Peggy asked for input on hardware/software needs. Katie Yates explained that she already has some materials to review for possible use in this project. Earline Lane stated that she too has materials that can be reviewed for this same purpose. The business partners will be asked to give an indication of their needs at the upcoming Advisory Board meeting.

Closing Remarks

Peggy expressed her thanks to everyone attending the meeting and reminded them of the Advisory Board meeting on December 4 at 10 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT

INTERAGENCY COUNCIL
January 21, 1992
10 am

AGENDA

I. MINUTES OF LAST MEETING

II. PROGRESS UPDATE:
   a. Equipment
   b. Assessments
   c. New Partners
   d. Organizational Effectiveness Training
   e. Survey/Evaluation Forms
   f. Marketing
   g. Open House

III. EDUCATIONAL HARDWARE, SOFTWARE, ETC.

IV. DATE LINES

INTERAGENCY COUNCIL MEETING
JANUARY 21,1992
10 AM

Members present:
Edna Compton
Betty Finch
Mitzi Holyfield
Connie Rhoton
Peggy Rusek
Rebecca Scott
Francine Sowards

The meeting began with a review of the minutes from the previous meeting. An update was given on the equipment that had been received and equipment still on order.

Cyprus Foote Mineral had just recently joined the partnership as a new partner and plans were being made to conduct a needs assessment for their company.

Assessment reports had been received for Penn Va, Ramada Inn, and Norris Industries.

Organizational effectiveness training was being planned for Penn Va, Ramada Inn, and Norris Industries.

Each member of the Interagency Council was given a copy of the survey/evaluation forms to be used in the project for review.

Rebecca Scott suggested doing an information booth at Norris Industries on January 29 from 11 am - 4 pm and at Ramada Inn on February 4 from 2 pm - 4 pm. Everyone agreed that this was a good way to promote the program. Also, an open house was planned for Thursdays beginning February 6 from 9 am - 4 pm.

Francene Sowards showed everyone the materials she had brought for use in the project. Edna Compton also brought examples of the books she used for review for possible use in this project.

Peggy Rusek explained that date lines under this project were composed as needed.

The meeting was adjourned at approximately 11 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT

INTERAGENCY COUNCIL
APRIL 21, 1992
10 am

AGENDA

I. INTRODUCTIONS
    A. New Employee
    B. Review of Last Meetings Minutes

II. NEEDS ASSESSMENT REVIEW

III. TRAINING COURSES OFFERED
    A. Current Training Schedule
    B. Future Training Plans

IV. SOFTWARE AND MATERIALS
    A. Computer Software
    B. Textbooks & Other Training Materials

V. EQUIPMENT REVIEW
    A. Equipment Received
    B. Equipment Ordered

VI. EXPANSIONS/EXTENSIONS
    A. Computer Lab Expansion
    B. Project Extension

VII. OTHER SUGGESTIONS OR COMMENTS

INTERAGENCY COUNCIL MEETING
APRIL 21, 1992
10 AM

Members Present
Sue Ella Boatright
Mitzi Holyfield
Peggy Rusek
Debra Speck

The meeting began with the introductions of Debra Speck as the new Office Services Assistant. A review of the minutes from previous meeting followed.

A needs assessment has been conducted for Cyprus Foote Mineral. The information has not yet been received.

We are currently offering the following classes: 3 Communicating with Spreadsheets I, 1 Communicating with Spreadsheets II, 1 Communicating with Computers, Basic Skills on Mondays & Wednesdays with four new students from Joy Technologies, & Relational Database Communications will begin on April 28. Programmable Computers will begin the second week of May for Norris.

Mitzi Holyfield suggested that we find a way to encourage employees to attend Basic Skills courses.

Connie Rhoton is working on a Career Development program for Joy Technologies.

An update was given on the equipment, software, & other materials received and those still on order.

We will be getting another room to expand our computer lab.

It looks as though our project will be extended until May of 1993. We will be reapplying for the grant this summer.

The meeting was adjourned at approxiamtely 11:00 am.

INTERAGENCY COUNCIL MEETING
MAY 28, 1992
10 AM

Members Present
Rae Addington
Brenda Bolling
Mitzi Holyfield
Myrtle Jessee
Debbie Speck

The meeting began with a review of last month's minutes.

The needs assessment report has been received for Cyprus Foote Mineral. A date has not yet been set for doing a needs assessment for Buster Brown and Joy Technologies.

Myrtle Jessee informed everyone that the Basic Learning Skills class has gone from 3 students to 14. More students can be added once the second computer lab is opened.

A Communicating with Computers class will begin Thursday, June 11, 3:30 - 5:00 for Norris Trim. Another Communicating with Spreadsheets I class will begin for Penn VA as soon as the present class ends. The class times will be Tuesdays, 3:00 - 5:00, and Fridays, 2:30 - 4:30.

The Career Development program for Joy Technologies will begin on June 4.

Rae Addington stated that an interest for a Word Perfect class has been expressed by several students.

A discussion was held concerning the enrollment of family members. It was decided that only spouses of employees may attend. Then, only if there is space available.

Mitzi Holyfield stated that documentation showing how classes are tied into students' jobs must be placed into each student folder.

An update was given on the equipment, software, & other materials received and those still on order.

The meeting was adjourned at approximately 11:00 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
DRAWER 700, BIG STONE GAP, VIRGINIA 24219

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT

INTERAGENCY COUNCIL
JULY 1, 1992
10 am

I. REVIEW OF LAST MEETINGS MINUTES

II. TRAINING UPDATES

III. EXTENSION OF GRANT

IV. NEW GRANT
    A. New Guidelines
    B. New Partners
    C. Suggestions/Comments (New Ideas)

V. COURSE DOCUMENTATION
    A. Job Specific Content
    B. Necessary Forms To Be Completed

VI. NEW COMPUTER/INSTRUCTION LAB

VII. OTHER NEEDS OR SUGGESTIONS

INTERAGENCY COUNCIL MEETING
JULY 1, 1992
10 AM

Members Present
Mitzi Holyfield
Myrtle Jessee
Peggy Rusek
Debbie Speck

The meeting began with a review of last month's minutes.

A training update was given. Mitzi informed everyone that we were looking into getting Edna Compton to help with the Basic Skills classes.

Mitzi informed everyone that the formal writing for the grant extension has been received.

The guidelines for the new grant were discussed. The project has added three new Business Partners: Lenowisco, Duffield Adult Residential Center, and Ridgecrest Manor Nursing Home. Also, under the new grant, childcare services and educational counselling may be provided.

The importance of course documentation in each student's file was discussed. The documentation must be of job specific content.

Mitzi also informed everyone that our project office must be notified of any changes in training, **whatsoever,** before the class meets.

Our new computer/instruction lab will open as soon as the surge protectors arrive.

An update was given on the equipment, software, & other materials received and those still on order.

The meeting was adjourned at approximately 11:00 am.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT

INTERAGENCY COUNCIL
SEPTEMBER 21, 1992

AGENDA

I. STAFF DEVELOPMENT

II. REVISION OF FORMS

III. GUIDELINES FOR TRAINING

IV. NATIONAL WORKPLACE LITERACY CONFERENCE

V. UPCOMING EVENTS

VI. TRAINING/INSTRUCTION NEEDS

VII. OTHER

INTERAGENCY COUNCIL MEETING
SEPTEMBER 21, 1992
10 AM

MEMBERS PRESENT

RAE ADDINGTON
MITZI HOLYFIELD
CONNIE RHOTON
DEBBIE SPECK

The meeting began with a review of last month's minutes.

Plans for staff development were then discussed. The staff development will be provided by the Center for Literacy Studies from the University of Tennessee. The first workshop will be held September 30, 1992, the second on Oct. 28, 1992, and the third on Nov. 11, 1992.

Mitzi informed everyone that we will be looking at ways to revise the forms used by the project. This will reduce the amount of paperwork having to be done by each student.

New guidelines for training have been implemented. Students must attend 80% of classes to receive a certificate and a pass grade. If students must withdraw from class, this must be done before one-third of the class has been completed. Instructor's will notify students of the date for which drop forms must be completed.

Mitzi then discussed her trip to the National Workplace Literacy Conference in Washington, DC, Sept. 9-11.

Upcoming events were then discussed. Connie Rhoton will be conducting training for Cyprus Foote Mineral. This training is called "Managing Your Own Behavior". Starting October 19, 1992, she will be conducting "Adventures in Attitudes" for all companies in the industrial park. She will also be conducting three **LUNCH AND LEARN** workshops on the topic **"MOTIVATING OTHERS"**. The first workshop will be held Tuesday, Nov. 3, 1992, 12:00 - 1:15 pm. November 10, and November 17 will be the next two workshop dates.

Mitzi also informed everyone that an information booth will be set up at Buster Brown Apparel on September 23, 1992. This information booth will be to generate interest in the project within the company.

The meeting was adjourned at approximately 11:00 am.

Partners' Agreement

As authorized representatives of our organizations, we agree on their behalf to the following terms with respect to our application number V 198 A as a condition of applying for and receiving a grant from the National Workplace Literacy Program. We:

- Designate partner Mountain Empire Community College as the applicant and grantee on behalf of the partnership:
- Are willing to be partners in this project;
- Will perform the role detailed for each of us in the Application;
- Will be bound by every statement and assurance made in the application including, but not limited to, the assurance that any funds provided to the partnership under Section 371 of Public Law 100-297 will be used to supplement and not supplant funds otherwise available for the purposes of the National Workplace Literacy Program.

Peggy B. Rusek Peggy B. Rusek
Name
Director, Center for Business, Industry & Government Mountain Empire Community College
Title, Organization
7-13-90
Date

~~Earline W. Lane~~ 386-6549 Earline W. Lane
Name
~~Director, the Employment Company, Inc. (JTPA)~~
Title, Organization
~~7-13-90~~
Date

Rebecca H. Scott 386-2433 Rebecca H. Scott
Name
Regional Adult Education Program Planner (ABE/GED)
Title, Organization

Date

Katie Yates new one ext 386 Katie Yates Lonesome Pine
Name
Project Director, PRIDE Adult Literacy Program
Title, Organization
7-13-90
Date

~~Gary L. Hale~~ Gary Hale
Name
~~Manager, Job Service - Virginia Employment Commission~~
Title, Organization

Date

Darrell Allen Dougherty 431-2821 Darrell Allen Dougherty
Name

Field Manager of Employee Relations Joy Technologies, Inc.
Title, Organization

Date

Ken Decker 431-2641 Ken Decker
Name

Personnel Manager, Norris Trim
Title, Organization

7/13/90
Date

Don Hurd 431-2641 Donald E Hurd
Name

President, U.A.W. Local 2013
Title, Organization

7/13/90
Date

James B. Whiten 431-4300 James B. Whiten
Name

General Manager, Ramada Inn-Duffield
Title, Organization

07 13 90
Date

Nancy J. Willis 431-4400 Nancy J. Willis
Name

Personnel/Office Coordinator, Buster Brown Apparel, Inc.
Title, Organization

7/13/90
Date

Brenda S. Lee 431-2831 Brenda S. Lee
Name

Personnel Administrator - Penn Virginia Resources Corporation
Title, Organization

7-12-90
Date

Partners' Agreement

As authorized representatives of our organizations, we agree on their behalf to the following terms with respect to our application number V 198 A as a condition of applying for and receiving a grant from the National Workplace Literacy Program. We:

- Designate partner Mountain Empire Community College as the applicant and grantee on behalf of the partnership:
- Are willing to be partners in this project;
- Will perform the role detailed for each of us in the Application;
- Will be bound by every statement and assurance made in the application including, but not limited to, the assurance that any funds provided to the partnership under Section 371 of Public Law 100-297 will be used to supplement and not supplant funds otherwise available for the purposes of the National Workplace Literacy Program.

Peggy B. Rusek Peggy B. Rusek
Name

Director, Center for Business, Industry & Government Mountain Empire Community College
Title, Organization

7-13-90
Date

Dennis Moskal Dennis Moskal
Name

Operations Manager, Cypress Foote Mineral
Title, Organization

1/13/92
Date

Craig Seaver
Name

Park Manager, VA. Division of State Parks, Natural Tunnel State Park
Title, Organization

8/21/92
Date

Name

Title, Organization

Date

APPENDIX B

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS ON BASIC SKILLS

Employee's Name ______________________________

Job Title ______________________________

Supervisor's Name ______________________________

Date ______________________________

Directions to the Employee: The purpose of this questionnaire is to assess your training needs. It will not be used to evaluate the worth of your job or your performance. Feel free to answer it honestly. If you have trouble completing it, ask us to help you.

Please complete Parts I and II and then give the questionnaire to your supervisor so he or she can then complete Part III. Then arrange for a follow-up meeting with us in MECC's Human Resource Development Office at Duffield Ramada Inn - Room 245 or call us (703) 431-4543, to meet with you at your work site.

Directions to Supervisors: Use this questionnaire to identify areas in which this employee should receive training or education to improve his or her abilities to learn the present job, continue to perform the job competently, maintain his or her skills in light of changing job conditions, and prepare for advancement.

Please review the employees's portions (Parts I and II). Then complete Part III and forward the completed questionnaire to us in the MECC Human Resources Development Office at Duffield Ramada Inn - Room 245 or call us (703) 431-4543, to pick it up at your work site.

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS
(Continued)

ACTIVITY	HOW IMPORTANT IS THE ACTIVITY TO PERFORMING YOUR PRESENT JOB? 1 2 3 4 5	HOW MUCH DO YOU FEEL YOU NEED TRAINING IN THIS AREA? 1 2 3 4 5
4. Using special job-related terms	1 2 3 4 5	1 2 3 4 5
5. Listening attentively	1 2 3 4 5	1 2 3 4 5
6. Writing legibly	1 2 3 4 5	1 2 3 4 5
7. Using appropriate telephone etiquette	1 2 3 4 5	1 2 3 4 5
8. Following written directions	1 2 3 4 5	1 2 3 4 5
9. Following oral directions	1 2 3 4 5	1 2 3 4 5
10. Asking clear questions	1 2 3 4 5	1 2 3 4 5
11. Locating information needed to accomplish a work task	1 2 3 4 5	1 2 3 4 5
12. Preparing clear, grammatically correct written communication	1 2 3 4 5	1 2 3 4 5
13. Adding whole numbers	1 2 3 4 5	1 2 3 4 5
14. Subracting whole numbers	1 2 3 4 5	1 2 3 4 5
15. Multiplying whole numbers	1 2 3 4 5	1 2 3 4 5
16. Dividing whole numbers	1 2 3 4 5	1 2 3 4 5
17. Adding decimals	1 2 3 4 5	1 2 3 4 5
18. Subracting decimals	1 2 3 4 5	1 2 3 4 5

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS (Continued)

Part II.
Future Career Aspirations

Directions to the Employee: This Part is to be completed by the employee. For each activity listed in the left column below, circle a number in the center column indicating *how important you believe it is to realizing your future career aspirations—that is, moving into a job in the organization you hope to have at a future time.* Use the following scale:

1	Very little importance
2	Little importance
3	Some importance
4	Great importance
5	Very great importance

Then circle a number in the right column indicating *how much you feel you need training to prepare for realizing your future career aspirations.* Use the following scale:

1	Very little need for training
2	Little need for training
3	Some need for training
4	Great need for training
5	Very great need for training

There are no absolutely "right" or "wrong" answers. Your answers will be kept strictly confidential and will be shared only with your supervisor and with a representative of the Training Department. It will be used to assess your basic skills training needs.

ACTIVITY	HOW IMPORTANT IS THE ACTIVITY TO REALIZING YOUR FUTURE CAREER ASPIRATIONS?					HOW MUCH DO YOU FEEL YOU NEED TRAINING IN THIS AREA?				
	1	2	3	4	5	1	2	3	4	5
26. Reading job-related communication	1	2	3	4	5	1	2	3	4	5

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS
(Continued)

Part III.
Present Job Needs

Directions to the Supervisor: This Part is to be completed by the supervisor. For each activity listed in the left column below, circle a number in the center column indicating *how important it is to have competent performance in the employee's present job*. Use the following scale:

1	Very little importance
2	Little importance
3	Some importance
4	Great importance
5	Very great importance

Then circle a number in the right column indicating *how much you feel the employee needs training to improve this ability*. Use the following scale:

1	Very little need for training
2	Little need for training
3	Some need for training
4	Great need for training
5	Very great need for training

There are no absolutely "right" or "wrong" answers. Your answers will be kept strictly confidential and will be shared only with the employee and with a representative of the Training Department. It will be used to assess the employee's basic skills training needs.

ACTIVITY	HOW IMPORTANT IS THE ACTIVITY TO PERFORMING THE PRESENT JOB?					HOW MUCH DO YOU FEEL THE EMPLOYEE NEEDS TRAINING IN THIS AREA?				
	1	2	3	4	5	1	2	3	4	5
1. Reading job-related communication	1	2	3	4	5	1	2	3	4	5
2. Using correct grammar	1	2	3	4	5	1	2	3	4	5

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS
(Continued)

ACTIVITY	HOW IMPORTANT IS THE ACTIVITY TO PERFORMING THE PRESENT JOB? 1 2 3 4 5	HOW MUCH DO YOU FEEL THE EMPLOYEE NEEDS TRAINING IN THIS AREA? 1 2 3 4 5
3. Speaking effectively with others	1 2 3 4 5	1 2 3 4 5
4. Using special job-related terms	1 2 3 4 5	1 2 3 4 5
5. Listening attentively	1 2 3 4 5	1 2 3 4 5
6. Writing legibly	1 2 3 4 5	1 2 3 4 5
7. Using appropriate telephone etiquette	1 2 3 4 5	1 2 3 4 5
8. Following written directions	1 2 3 4 5	1 2 3 4 5
9. Following oral directions	1 2 3 4 5	1 2 3 4 5
10. Asking clear questions	1 2 3 4 5	1 2 3 4 5
11. Locating information needed to accomplish a work task	1 2 3 4 5	1 2 3 4 5
12. Preparing clear, grammatically correct written communication	1 2 3 4 5	1 2 3 4 5
13. Adding whole numbers	1 2 3 4 5	1 2 3 4 5
14. Subracting whole numbers	1 2 3 4 5	1 2 3 4 5
15. Multiplying whole numbers	1 2 3 4 5	1 2 3 4 5
16. Dividing whole numbers	1 2 3 4 5	1 2 3 4 5

A QUESTIONNAIRE TO ASSESS TRAINING NEEDS
(Continued)

Identifying Learning Activities

3. What instructional activities should be undertaken to achieve the objectives outlined in item 2 on the preceding page?

Establishing a Timetable for Achievement

4. When should the instructional objectives be achieved?

APPROVALS

Employee affirmation. I affirm that I will make a good faith effort to achieve the instructional objectives outlined in this questionnaire.

(Employee's Signature) (Date)

Supervisor affirmation. I affirm that I have reviewed this learning contract. Except for any comments or changes noted below, I agree with it.

(Supervisor's Signature) (Date)

Supervisor's Comments:

Mountain Empire Community College - Human Resource Development Program

PARTICIPANT PRE-TRAINING SURVEY

I. Personal Information

Social Security No. ________-______-________ Birthday ________________

Name ____________________________________ Phone __________________

Current Address ____

____

1. What is your age group? (Circle best answer)
   16-18yrs. 19-25yrs. 26-35yrs. 36-50yrs. 51-65yrs. 65+yrs.
2. What is your ethnic group?
   ___White ___Black ___Indian ___Hispanic ___Other
3. What is your gender? ___Male ___Female
4. Are you Single Head of Household? ___Yes ___No
5. What is your native language? _______________

II. Employment Information

6. What company do you work for? ____________________________________
7. How long have you worked for this company? (Cirlce best answer)
   less than 1 yr 1-2 years 3-5 years 6-10 years more than 10 years
8. What is your current position? ______________________________________
9. What kinds of machines, equipment, tools have you used on the job? _______________
   ____
10. What are your job responsibilities?

1.____________________________ 4.____________________________

2.____________________________ 5.____________________________

3.____________________________ 6.____________________________

III. Training and Education Information

11. What kinds of job training have you had in the past 5 years? ______________________
    ____
12. What is the last grade you completed in school? (Circle best answer)
    below 8th 8th 9th 10th 11th 12th
    GED 1 yr. college 2-4 yrs. more than 4 yrs.
13. What are your future career goals? ____
    ____
    ____

APPENDIX C

STAT— Seven Through Adult Tutorsystems® Basic Skills Series

EIGHT YEARS growth - reading, math, and grammar in only **200 HOURS!**

> "Following completion of one of the BLS Tutorcourses at an assigned level, our students' test scores are reflecting at least a 2.0 grade level increase, most times greater....We find we are relying on it more and more because of these **results achieved in a shorter period of time."**
>
> Betty A. Kelsey, Principal
> Northpoint Training Center
> Adult Learning Center
> Burgin, KY

> "We use the TABE test here at Wallace State, and I believe the BLS Tutorsystem is well coordinated with that particular test. Not only did our ABE/GED students use the system, but several college students in developmental mathematics classes used it as well. **These students really made noticable advances."**
>
> Renee Quick, Tutorial Lab Supervisor
> Wallace State Community College
> Hanceville, AL

> "Using the BLS software in private industry in my workplace literacy program at General Motors, I have found the reading comprehension, mathematics, and grammar software to **quickly and effectively prepare students for the high school equivalency examination.** It is a thorough, straightforward program guaranteed to provide the skills required to upgrade ABE skills and to pass the GED tests."
>
> Louise Ruslander, Adult Education Instructor
> Ken-Ton Schools - GM-CPC
> Kenmore, NY

SERIES OVERVIEW

The BLS **STAT** basic skills series was designed in cooperation with CTB/McGraw-Hill to provide an intensive review and remediation of basic skills for adults of limited educational background. The series requires a 4th grade entry reading level.

The ten courses in the integrated instructional system cover reading, math, and grammar, and offer fast results with GED, ABE, high school competency, workplace literacy, college remediation, and high school dropout prevention. Lessons reflect the language and interest of adults. **From fourth grade entry reading level skills, learners can achieve high school competency in reading, math, and grammar (eight years growth) in as little as 200 hours.**

Programs in the series are correlated with standardized tests which make accurate lesson placement fast and easy. Lessons automatically adapt to the student's progression and comprehension by the use of logical branching sequences; correct responses move the student forward through the lesson, while incorrect responses lead the student to supplemental information and an explanation of the error. Immediate feedback is provided for all responses. Student manuals and reproducible student worksheets are provided for kinesthetic reinforcement and skill transfer to the printed page. There is a short test at the conclusion of each lesson. This ensures the student's mastery of the material before allowing the student to proceed to the next lesson. Student recordkeeping is automatically maintained by way of a student record management system.

The series can be purchased for standalone use or for use on Novell or NetBIOS networks, or with ICLAS installers. The BLS **STAT** basic skills series is being used successfully in many programs including several statewide adult education initiatives (all 58 of Missouri's JTPA Adult Ed Centers, all 14 of Missouri's state prisons, all 10 of Kentucky's state prisons, etc.). The series is also used for workplace literacy by DuPont, GM, Ford, Chrysler, etc.

Call your local dealer or 1-800-545-7766 for a FREE Basic Skills Proposal containing standardized test correlations, or to arrange a preview.

STAT COMPLETE SERIES

All ten courses—4 Reading, 4 Mathematics, 2 Grammar—course documentation, student manuals, and reproducible student worksheets:

Single Copy:	Order No. BLSAE	$6,199.50
MS-DOS Network:	Order No. BLSAE-N	$18,598.50

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STAT READING

Quick and positive results with GED, ABE, high school mpetency, workplace literacy, college remediation, and pout prevention can be gained with the BLS Seven Through Adult Reading Tutorsystem. It consists of four Tutorcourses which logically progress in reading level from third grade upward. Each Tutorcourse is designed by BLS to provide a solid foundation in essential reading skills, and is presented in a life-oriented context.

Use the entire BLS Seven Through Adult Reading Tutorsystem as a comprehensive learning environment, or design your own system by integrating the Tutorsystem components best suited to your application. The modular Tutorsystems structure enables you to provide the most effective learning to adult students with diverse skills.

Each BLS Tutorcourse provides instruction in the fundamentals of reading, including vocabulary skills, interpretations, reference skills and following directions. Throughout each Tutorcourse, students are introduced to additional concepts and skills which build upon their prior knowledge.

The entire BLS Seven Through Adult Reading Tutorsystem was designed in cooperation with CTB/McGraw-Hill to assure educational effectiveness. Going beyond simple drill and practice, BLS Seven Through Adult Tutorcourses provide the comprehensive instructional support you need:

- correlations to TABE and CAT standardized tests
- teaching guides—to promote effective use of the course
- student manuals and worksheets—to support the tutorial diskette with kinesthetic activities
- recordkeeping—to track individual student answers
- mastery tests—to measure student mastery of lesson objectives
- answer keys—for accurate analysis of student performance

The BLS STAT Reading Package provides a consistent, integrated learning environment that will enhance the results and effectiveness of your overall reading education program for adults.

TUTORCOURSE BLS100R

Reading 100

Reading Level: 3-4

Interest Level: 7-Adult

Available for: Apple 64K
IBM 256K

The BLS100R course was designed by CTB/McGraw-Hill to provide intensive review of basic reading skills for edial adult students. Basic skills are presented in a ife-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 6 programs, and provides 12-24 hours of instruction.

Order BLS100R $549.95 12 disks

FOLLOWING DIRECTIONS

The first section of Following Directions BLS100RA emphasizes the interaction of directional concepts. Students follow directions to interpret points of the compass and to clearly establish mastery of the concepts of right and left. Many exercises in this program employ the symbols found in the alphabet, numerical symbols, and monetary symbols. Students identify the correct procedure to follow when telephoning in case of fire or danger. They are required to interpret and make simple calculations using money. Students figure ascents and descents on a set of stairs. In the last section of this program, emphasis is placed on the logical sequence of directions as applied to filling out a form, taking a bath, preparing a meal, and using a cleaning product. Students must then accurately interpret a table in order to answer questions concerning type size for printing.

Order BLS100RA $99.95 2 disks

REFERENCE SKILLS

In Reference Skills BLS100RB, the student is shown that everyone has a need for information and that there are many kinds of reference materials. The identification and recognition of standard reference materials as well as other reference aids are the subjects of many exercises. Other exercises teach the lent to identify parts of books. Alphabetical order is discussed. Graphs and oad maps make up the latter part of the program. The presentation is simple, but no attempt is made to avoid the use of basic subject matter terminology. Such terms are clearly explained.

Order BLS100RB $99.95 2 disks

INTERPRETATIONS I

Accounts of historical and actual situations provide the basis for Interpretations I, BLS100RC. Short paragraphs and stories describe realistic situations and require the students to apply basic reading interpretation skills: the identification of word meaning and determination of main idea and authors' purposes. A few of the more advanced reading skills are introduced and described in simple language. Students learn to: recognize the logical organization of written material; make inferences, and distinguish between fact and opinion and fiction and nonfiction.

Order BLS100RC $99.95 2 disks

INTERPRETATIONS II

Improvement of the basic reading interpretation skills presented in Reading Interpretations I, BLS100RC is the goal of this program. Informative articles, anecdotes, and short stories provide the framework for study. Emphasis is placed on the skill of inferring information from material read. Students learn to differentiate between humorous, informative, and persuasive types of writing. Students also learn to read critically, making distinctions between fact and opinion, and noticing that opinions may be stated as facts. Students are made aware that readers must learn to judge as well as interpret what they read, hear, and see.

Order BLS100RD $99.95 2 disks

RD 1001
RD 1002

continued on following page⇒

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TUTORCOURSE BLS100R (continued)

VOCABULARY SKILLS

In Vocabulary Skills BLS100RE, students are taught to discover word meanings by: analyzing simple word parts; recognizing synonyms, antonyms, and homonyms; and using direct definition context clues. Students solve a crossword puzzle of synonyms. Two fundamental dictionary skills are practiced: finding words in alphabetical lists and choosing the desired meaning for a word from the multiple listings in a dictionary entry.
Order BLS100RE $99.95 2 disks

PHONIC ANALYSIS

Knowing the sounds that letters stand for increases one's ability to learn unfamiliar words. Phonic Analysis BLS100RF introduces students to the fundamentals of the English language that determine how words are pronounced. Students learn to identify vowels and consonants. Rhyming words are used to teach the sounds found at the end of words. Patterns for sounds are investigated; for example, students study the silent *e* and hard and soft *c*, and the difference between initial, medial, and final vowel sounds. Digraphs are explained along with two- and three-letter blends. Students learn to identify syllables and to recognize where stress is placed in a word. There is also an explanation about *r*-controlled vowels. Students are alerted to the fact that phonic patterns are not the sole determinant of the pronunciation of words, but that they must be used in combination with clues found in the context of sentences.
Order BLS100RF $99.95 2 disks

TUTORCOURSE BLS200R

Reading 200

Reading Level:	**5-6**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

The BLS200R course was designed by CTB/McGraw-Hill to provide intensive review of basic reading skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 6 programs, and provides 14-28 hours of instruction.
Order BLS200R $649.95 14 disks

FOLLOWING DIRECTIONS

After introductory lessons have pointed out the necessity of following instructions precisely, students must follow directions as they work with Roman numerals, execute a simple design, trace a person's walk through a city, and prepare a rent receipt and a savings withdrawal slip. Students must follow a recipe, work letter games, apply arithmetical operations to a nonarithmetical assignment, and analyze a set of photographs in order to ascertain compliance with, or deviation from, given directions.
Order BLS200RA $99.95 2 disks

REFERENCE SKILLS

Library facilities and services are presented in detail in this program. The student is introduced to the basic types of reference materials and learns how to choose the one most appropriate for a specific need. The program deals with filing systems and the Dewey Decimal Classification System, the card catalog, call numbers, and the placement of books in the stacks. There are also lessons on graphs, map reading, and the practical use of a book index.
Order BLS200RB $149.95 3 disks

INTERPRETATIONS I

In the Interpretations 200RC program, students interpret series of paragraphs relating to science. Facts about earthworms, hiking near the timberline, whales, and the moon are presented in paragraph form. A number of lessons require students to identify facts and then to draw inferences from these facts. Students learn to define unfamiliar terms by making contextual analyses. Identification of main ideas is reviewed by having students select titles and supply the completing sentence for several paragraphs. Students learn to distinguish between fact and fantasy and are encouraged to project their thoughts and describe their feelings in relation to what they read.
Order BLS200RC $99.95 2 disks

INTERPRETATIONS II

General interest descriptions are presented for analysis: a city park, a country scene in summer, a city at night, a personal reaction to a play, and a public speaking experience. Successful interpretation of these passages requires students to examine figures of speech, opinions, and differing points of view. At this level, students must identify accurate paraphrases of information contained in written passages and must complete paragraphs and select titles on the basis of relevance to the contents of a passage. Students study inferences, identify and study the turning point of a story, and learn about the subjective nature of personal expression. Students imagine themselves in certain situations and then evaluate reactions to given situations.
Order BLS200RD $149.95 3 disks

VOCABULARY SKILLS

Students make slightly more complex word analyses in this program than they do at the 100 level. Students learn to identify synonyms, antonyms, homonyms, and compound words in order to use them to find word meanings. Students learn to read commas as punctuation signals for word meaning and to apply direct definition clues. Students are also taught how to use a dictionary effectively to: determine word pronunciation, spelling, and definition; find synonyms for a word; and learn the different shades of meaning attributed to a word. The program contains two crossword puzzles. One provides practice in using antonyms, the other in building words from a common root.
Order BLS200RE $99.95 2 disks

STRUCTURAL ANALYSIS OF WORDS

Structural Analysis of Words introduces students to word parts that have meaning or that change the meaning of words. Students learn to divide words into units of sound and into units of meaning. Compound words are explained, and accents, as guides to the recognition of compound words, are studied. Students study inflectional endings by learning to distinguish between contractions and possessives. A major portion of the program teaches students to determine word meaning by analyzing roots, prefixes, and suffixes. The students learn to construct words using their acquired knowledge of these word parts. Throughout the program, students are encouraged to use dictionaries as guides to word analysis and meaning.
Order BLS200RF $99.95 2 disks

STAT*—Seven Through Adult Tutorsystems®

Raise Your Reading Level—***STAT!***
Raise Your Math Level—***STAT!***
Raise Your Grammar Level—***STAT!***

(*Stat. On a prescription: immediately.)

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Each Class → 2 letter 4 digits MA1001

All classes in fall → 100RA

TUTORCOURSE BLS300R

Reading 300

The BLS300R course was designed by CTB/McGraw-Hill to provide intensive review of basic reading skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 13-26 hours of instruction.

Order BLS300R $599.95 13 disks

Reading Level: 7-8

Interest Level: 7-Adult

Available for: Apple 64K
IBM 256K

FOLLOWING DIRECTIONS

Most of the material in this program is patterned after actual printed forms, instructions, and applications. Introductory lessons teach a few guidelines for following oral and written directions. Then students work through several procedures that point out the logical sequence of directions. Students apply instructions to identify a pattern of stars, interpret and use directional symbols, use a telephone, and do the laundry. Students follow instructions for writing addresses, using zip codes, reading bus schedules, and filling out income tax return forms and bank checks.

Order BLS300RA $99.95 2 disks

REFERENCE SKILLS

The kinds of information available in English dictionaries are presented in carefully sequenced lessons. The student is shown the various ways in which the dictionary can be used most effectively. About half of the program deals with diacritical marks, parts of speech, and irregular verbs. Other lessons concern guide words, syllabication, definitions, homographs, homonyms, synonyms, and antonyms.

Order BLS300RB $149.95 3 disks

INTERPRETATIONS I

This Reading Interpretations program emphasizes the importance of determining meaning by contextual analyses. Students must define words and determine the meaning of sentences as they are used in various contexts. A discussion of progress in the United States, an account of three persons racing up a hill, a detailed description of a person buying a used car, and a review of the facts surrounding the arrival of the first English colonists on the North American coast are all to be interpreted by the student. The language level is more advanced, and the sentence and paragraph structure more complex than in the Level 200 programs. Students must learn to paraphrase dictionary definitions of words, identify key structures in paragraphs, and draw inferences that require careful examination of written material. Students are required to imagine themselves in a given situation in order to determine a fictional character's probable motive for action. Students are asked to determine authors' intentions, to make reasonable conjectures based on their interpretations of certain reading material, and to relate effect to cause.

Order BLS300RC $149.95 3 disks

INTERPRETATIONS II

Relevant topics of discussion furnish interesting material for this Reading Interpretations study. Students apply skills learned in Interpretations I BLS300RC to interpret complex reading material similar to that which they might encounter in their daily activities. The contents of the program include an article describing a reforestation project, an article describing an urban housing project, a personal letter containing advice about job interviews, an article explaining the facts of traffic flow on the streets and highways of the United States, and two letters to the editor that discuss a proposed solar energy program. Students practice identifying word meanings by contextual analyses, identifying key sentences of paragraphs, and making judgements and inferences based on given information. Students learn to use the context of a passage as a clue for determining the intention of an author. Emphasis is placed on the need for reading critically. Students make judgements and study subtle distinctions between fact and opinion. Students must identify opinion stated as fact and be able to recognize facts even when presented in sentences that also express opinions, judgements, and beliefs.

Order BLS300RD $149.95 3 disks

VOCABULARY SKILLS

At this level, students practice detailed word analysis by identifying roots, prefixes, and suffixes, and using these to form words. Students practice using word analysis skills by solving a crossword puzzle of words relating to financial matters. The second major portion of the program teaches accurate use of context clues to determine word meaning. Students practice identifying and analyzing key words and phrases, punctuation signals and direct definitions, and synonyms and antonyms. One crossword puzzle is solved with words found on job application forms and savings and checking account forms. Students are required to identify figurative expressions and to determine their meaning in a given context. The final section of this program teaches the students to use dictionaries to identify parts of speech, word derivations, and shades of meaning.

Order BLS300RE $99.95 2 disks

> "During the past year, I have had the opportunity to field test and evaluate all of the reading, mathematics, and language components of the BLS Tutorsystems program. I found that this program provides an excellent concentrated review of the basic skills which are necessary for successful completion of the GED. The program's format is easily understood; each instructional objective is clear and concise and presented in an effective manner. BLS is definitely "user friendly"....In summary, all of the adult students, regardless of the level at which they were working, expressed positive comments about this program. Each felt that the material was relevant and interesting. It was very gratifying to me as an instructor to watch the students' self-esteem and confidence grow as they mastered each concept."
>
> Jan West, Adult Learning Center Instructor
> Itawamba Community College
> Tupelo, MS

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TUTORCOURSE BLS400R

Reading 400

Reading Level:	**9+**
Interest Level:	**7-Adult**
Available for:	**Apple 64K** **IBM 256K**

The BLS400R course was designed by CTB/McGraw-Hill to provide intensive review of basic reading skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 14-28 hours of instruction.

Order BLS400R $649.95 14 disks

FOLLOWING DIRECTIONS

Following Directions BLS400RA provides students with practice following complex instructions applied to a variety of practical situations. Guidelines are presented for following complex oral and written directions. At this level, students are required to use personal judgement to carry out instructions under changing circumstances. Introductory lessons reemphasize the necessity to read directions carefully and to follow procedures exactly. Students follow instructions in a test situation, decide on the most efficient use of time in a purchasing situation, make accurate use of a 100-year perpetual calendar and its index, and interpret and use map coordinates and symbols and weather symbols. Students learn the vocabulary that is associated with printed forms and practice the skills necessary to fill out job applications, bank forms and applications, and income tax forms. Students also interpret and apply knowledge obtained from newspaper want ads. In the final portion of this program, students must determine the purpose of given sets of instructions so that they can act responsibly in situations for which their original instructions are no longer valid.

Order BLS400RA $99.95 2 disks

REFERENCE SKILLS

This program makes practical application of reference skills taught at lower levels, and explains research techniques. The student is assigned a topic for research and is shown correct procedures for extracting pertinent information from dictionaries, standard encyclopedia and subject encyclopedia, encyclopedia yearbooks, the *Readers' Guide to Periodical Literature*, pamphlets, and microfilm and microfiche. The student evaluates facts and information in relation to their relevance to a given topic and is shown the correct procedure to follow in case conflicting information is encountered.

Order BLS400RB $149.95 3 disks

INTERPRETATIONS I

Skills studied at the lower levels are applied to advanced topical material in Interpretations I BLS400RC. Excerpts from *The Sea Around Us* by Rachel L. Carson and from *Walden* by Henry D. Thoreau are bases for lessons on inference, implication, cause and effect, metaphor, and paraphrasing. An advertisement is used to introduce analysis of literature intended to influence. Fact and opinion are examined in relation to persuasive writing. Students are asked to analyze sentences and paragraphs to determine their verifiable content. Students are led to extend their spheres of reference and to recognize the universality of concepts. They examine a poem by Carl Sandburg in terms of structure, symbolic relationships, mood, and concise meaning in poetic expressions.

Order BLS400RC $149.95 3 disks

INTERPRETATIONS II

Material in this program is designed to challenge the student and stimulate an awareness of critical thinking skills. Skills taught at the 300 level (paraphrasing; making inferences; identifying implications, points of view, and organization of material) are applied to advanced contexts. Letters revealing contrasting attitudes toward a home situation provide vehicles for lessons on figurative language, logical deduction, formal versus informal communication, and interpretation of character motive and attitude. Students have occasion to express their opinions based on their conclusions. In an examination of a scientific article about the amazing ability of two brothers, students become familiar with logical organization of factual material, tone and mood, fact versus opinion, and internal evidence for conclusions. The final section of the program introduces the study of propoganda. Students are taught to search out the real message in what they read, hear, or see. Short paragraphs, advertisements, and commercials provide the basis for the study of the most common techniques of persuasion.

Order BLS400RD $149.95 3 disks

VOCABULARY SKILLS

In Vocabulary Skills 400, emphasis is placed on the tools for analyzing words and their use. Much information is introduced in each lesson, and there is less review than contained in levels 100, 200, and 300. Students make more subtle analyses of words in context than they do at the 300 level. Several major prefixes, roots, and suffixes are introduced for the students' information. Students must define words by context clues—words and phrases that surround an unfamiliar word, punctuation, and comparisons and contrasts made within the paragraph. In the final portion of this program, the focus is on word imagery and word usage. Students are required to identify words that fit the tone and mood of a passage. They also analyze the connotative meanings of words and practice identifying words and phrases intended to influence the reader or listener. An advertisement is used to explain the necessity of reading critically to find a purpose that is often hidden behind carefully chosen words.

Order BLS400RE $149.95 3 disks

> "I just wanted to let you know how much I am enjoying using the software with my students. It has been very easy for the students to read and follow directions. It has also been a great asset in helping our students attain knowledge and skills necessary to master the GED. I would highly recommend this Tutorsystem to school districts, service providers, community based organizations, and others who operate basic education programs. We plan to order more software next year to better serve our students."
>
> Ronnie Johnson, JTPA Coordinator
> Ross Collins Vocational Center
> Meridian, MS

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STAT GRAMMAR

Quick and positive results with GED, ABE, high school competency, workplace literacy, college remediation, and dropout prevention can be gained with the BLS Seven Through Adult Grammar Tutorsystem. It consists of two Tutorcourses which logically progress in reading level from fifth grade upward. Each Tutorcourse is designed by BLS to provide a solid foundation in essential grammar skills, and is presented in a life-oriented context.

Use the entire BLS Seven Through Adult Grammar Tutorsystem as a comprehensive learning environment, or design your own system by integrating the Tutorsystem components best suited to your application. The modular Tutorsystems structure enables you to provide the most effective learning to adult students with diverse skills.

Each BLS Tutorcourse provides instruction in the fundamentals of grammar, including sentence patterns, capitalization, punctuation, and spelling. Throughout each Tutorcourse, students are introduced to additional concepts and skills which build upon their prior knowledge.

The entire BLS Seven Through Adult Grammar Tutorsystem was designed in cooperation with CTB/McGraw-Hill to assure educational effectiveness. Going beyond simple drill and practice, BLS Seven Through Adult Tutorcourses provide the comprehensive instructional support you need:

- correlations to TABE and CAT standardized tests
- teaching guides—to promote effective use of the course
- student manuals and worksheets—to support the tutorial diskette with kinesthetic activities
- recordkeeping—to track individual student answers
- mastery tests—to measure student mastery of lesson objectives
- answer keys—for accurate analysis of student performance

The BLS STAT Grammar Package provides a consistent, integrated learning environment that will enhance the results and effectiveness of your overall grammar education program for adults.

TUTORCOURSE BLS200G

The BLS200G course was designed by CTB/McGraw-Hill to provide intensive review of basic grammar skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 15-30 hours of instruction.

Order BLS200G $699.95 15 disks

Grammar 200

Reading Level:	**5-6**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

SENTENCE PATTERNS

The content of this program is divided into three parts. The first part is about sentence structure: proper sentence construction, parts of simple sentences, subject-predicate patterns, the identification of subjects and a discussion of types of subjects, and the identification of complete sentences. The second part covers verbs: the identification and use of predicates, distinctions between action verbs and auxiliary verbs, the use of auxiliary verbs, and the identification of simple subjects and simple verbs. The last part explains the identification of the four kinds of sentences.

Order BLS200GA $149.95 3 disks

VERBS, MODIFIERS & PRONOUNS

This program reviews verbs, modifiers, comparative forms, adverbs, and pronouns. Special attention is given to auxiliary verbs and irregular verb forms, the definition and description of adjectives and articles, prepositions and prepositional phrases, and functions of pronouns.

Order BLS200GB $149.95 3 disks

CAPITALIZATION

This program gives special attention to: the rules of capitalization; the function of capital letters in sentences; the capitalization of specific places and geographical names; and the capitalization of languages, proper nouns, literary titles, days of the week, months, holidays, historical events, and documents.

Order BLS200GC $149.95 3 disks

PUNCTUATION

In Punctuation 200, the student is led through a review of punctuation—periods, question marks, and exclamation points. The punctuation of abbreviations, quotations, and titles is studied, and practice with commas and apostrophes is provided.

Order BLS200GD $149.95 3 disks

SPELLING

This program reviews alphabetical order and the sounding out of words. Short and long vowel sounds are covered as well as the letter *y* as a vowel. Included are lessons on consonant blends and the hard and soft sounds of the letters *g* and *c*.

Order BLS200GE $149.95 3 disks

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TUTORCOURSE BLS300G

Grammar 300

The BLS300G course was designed by CTB/McGraw-Hill to provide intensive review of basic grammar skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 18-36 hours of instruction.

Order BLS300G $849.95 18 disks

Reading Level:	**7-8**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

SENTENCE PATTERNS

Like the preceding program, BLS200GA, Sentence Patterns 300 is divided into four parts: (1) sentence patterns; (2) nouns; (3) verbs, adjectives, and adverbs; and (4) active and passive voices.

Order BLS300GA $199.95 4 disks

VERBS, NUMBER & CASE

The subject matter reviewed in this program includes passive verb construction and gerunds, verb tenses (past and present participles, progressive forms, and irregular verbs), number (the formation of plurals for both regular nouns and irregular nouns and the agreement of subject and verb), and case (in relation to pronouns, singular and plural forms, the nominative case, the objective case, and the possessive case).

Order BLS300GB $199.95 4 disks

CAPITALIZATION

This program continues, at an advanced level, the work begun in Capitalization 200. Among the topics covered are the rules and conventions for capitalizing: proper nouns; personal titles; days of the week and holidays; historical periods and events; titles of books, stories, and songs; and names of specific places and geographical names. Students are introduced to proofreading as a means of checking capitalization.

Order BLS300GC $149.95 3 disks

PUNCTUATION

In this program, punctuation is treated on an advanced level. Lessons demonstrate the use of punctuation at the end of sentences, in direct and indirect quotations, within quotation marks, in direct address, in parenthetical expressions and appositives, in letter writing and addresses, in word series and in contractions.

Order BLS300GD $199.95 4 disks

SPELLING

Silent letters, vowel sounds, and consonant sounds are reviewed in this program. Word parts—roots, prefixes, and suffixes—are also reviewed. In addition, there are several lessons with helpful spelling hints to apply to words commonly misspelled due to extra letters, double letters, missing letters, irregular plurals, two-word phrases, and reversal of letters.

Order BLS300GE $149.95 3 disks

STAT MATHEMATICS

Quick and positive results with GED, ABE, high school competency, college remediation, and dropout prevention can be gained with the BLS Seven Through Adult Mathematics Tutorsystem. It consists of four Tutorcourses which logically progress in reading level from third grade upward. Each Tutorcourse is designed by BLS to provide a solid foundation in essential mathematics, and is presented in a life-oriented context.

Use the entire BLS Seven Through Adult Mathematics Tutorsystem as a comprehensive learning environment, or design your own system by integrating the Tutorsystem components best suited to your application. The modular Tutorsystems structure enables you to provide the most effective learning to adult students with diverse skills.

Each BLS Tutorcourse provides instruction in the fundamentals of mathematics including addition, subtraction, multiplication, division, and mathematical concepts and applications. Throughout each Tutorcourse, students are introduced to additional concepts and skills which build upon their prior knowledge.

The entire BLS Seven Through Adult Mathematics Tutorsystem was designed in cooperation with CTB/McGraw-Hill to assure educational effectiveness. Going beyond simple drill and practice, BLS Seven Through Adult Tutorcourses provide the comprehensive instructional support you need:

- correlations to TABE and CAT standardized tests
- teaching guides—to promote effective use of the course
- student manuals and worksheets—to support the tutorial diskette with kinesthetic activities
- recordkeeping—to track individual student answers
- mastery tests—to measure student mastery of lesson objectives
- answer keys—for accurate analysis of student performance

The BLS STAT Mathematics Package provides a consistent, integrated learning environment that will enhance the results and effectiveness of your overall mathematics education program for adults.

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TUTORCOURSE BLS100M

Mathematics 100

Reading Level:	**3-4**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

The BLS100M course was designed by CTB/McGraw-Hill provide intensive review of basic mathematics skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 12-24 hours of instruction.

Order BLS100M $549.95 12 disks

ADDITION

The simple addition of whole numbers having up to four digits is covered in the first program of the addition series. "Carrying" is introduced, and the importance of regrouping is stressed. The last part of the program deals with adding dollars and cents, common fractions, mixed numbers, and decimals.

Order BLS100MA $149.95 3 disks

SUBTRACTION

In this program, students are required to subtract two-, three-, and four-digit numbers and money. Regrouping is introduced. Various difficulties in subtraction are explained in a number of lessons. Basic work with fractions and mixed numbers, with and without simplifying, is reviewed. Decimal fractions are introduced.

Order BLS100MB $99.95 2 disks

MULTIPLICATION

This program covers multiplication of one-, two-, and three-digit numbers, as well as problems involving carrying and the numeral zero. The student is introduced to the terms "factor" and "product." Other work includes multiplying money and decimals.

Order BLS100MC $99.95 2 disks

DIVISION

This program reviews division skills commonly taught at the third- and fourth-grade levels. It includes work that requires dividing by tens and dividing money. Problems with zeros in the dividend and the quotient are also presented.

Order BLS100MD $99.95 2 disks

CONCEPTS & APPLICATIONS

This program introduces basic mathematic concepts such as the difference between numbers and numerals, and an explanation of number sentences, place value, and expanded notation. Also presented are lessons on comparing numbers, the commutative property, fractions, decimals, money, measurements, and graphs. The student is shown a simple procedure for solving one-step story problems, and is given practice in applying this procedure.

Order BLS100ME $149.95 3 disks

TUTORCOURSE BLS200M

Mathematics 200

Reading Level:	**5-6**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

The BLS200M course was designed by CTB/McGraw-Hill to provide intensive review of basic mathematics skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 12-24 hours of instruction.

Order BLS200M $549.95 12 disks

ADDITION

This program covers addition of two-, three-, and four-digit whole numbers, money, proper and improper fractions, mixed numbers, and decimal fractions (up to hundredths). The work with fractions includes adding three mixed numbers containing like and unlike fractions, and carrying. Other lessons require the student to express pairs of unlike fractions as like fractions and to rename fractions in higher terms. Some work with percents and measures is also presented.

Order BLS200MA $99.95 2 disks

SUBTRACTION

This program extends the work begun in Subtraction 100. Students work with numbers having up to four digits. Practice is given in solving problems of like and unlike fractions and mixed numbers. Work with the reduction of fractions to lowest terms, regrouping, and zeros is presented. Decimal fractions (to the thousandths) and percents are introduced. Two-step measurement problems requiring subtraction are reviewed.

Order BLS200MB $149.95 3 disks

continued on following page⇒

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TUTORCOURSE BLS200M (continued)

MULTIPLICATION

This program presents multiplication problems involving numbers of up to four digits, and carrying. The program covers difficulties in working with multiple zeros in the multiplicand, as well as multiplication by tens and hundreds. The multiplication of percents, money, and measures is also covered. Practice is given in multiplying fractions and mixed numbers, and in expressing mixed numbers as improper fractions. The student works with decimal fractions—multiplying these by both whole numbers and other decimal fractions.
Order BLS200MC $99.95 2 disks

DIVISION

This program contains lessons on even and uneven division, estimated quotients, and division with two- and three-digit quotients. Practice is given in solving problems that require working with zeros and dividing numbers with up to three digits. Examples are given of even and uneven division of whole numbers by fractions and by mixed numbers, and the division of mixed numbers by fractions. Problems with decimal fractions divided by whole numbers and by other decimal fractions are presented, and percents and measures are reviewed.
Order BLS200MD $99.95 2 disks

CONCEPTS & APPLICATIONS

Place value, fractional parts, names for numbers, comparison of numbers, and mathematical sentences are some of the topics covered in this program. The program also presents lessons on geometry, measures, graphs, Roman numerals, ratios and proportions, and story problems involving more than one step.
Order BLS200ME $149.95 3 disks

TUTORCOURSE BLS300M

Mathematics 300

Reading Level:	**7-8**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

The BLS300M course was designed by CTB/McGraw-Hill to provide intensive review of basic mathematics skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 11-22 hours of instruction.
Order BLS300M $499.95 11 disks

ADDITION

This program reviews addition of columns of numbers having up to four digits, and addition of money. The addition of like and unlike fractions and of mixed numbers is covered. Also included are lessons on finding the least common denominator of fractions and on dealing with fractions with or without common factors in the denominator. Students work with decimal fractions (to the thousandths) and practice the addition of decimal fractions having various numbers of decimal places. Simple addition with two-step measurement problems is introduced. Also included is a review of percents and measures and a brief introduction to metric measurement.
Order BLS300MA $99.95 2 disks

SUBTRACTION

Problems involving regrouping and the application of these elements to money and three-step measurement problems are presented in this program. Work with fractions and mixed numbers includes using the least common denominator with and without regrouping. Subtraction of decimal fractions and mixed numbers in the minuend and the subtrahend is also reviewed. Lessons are included on subtracting percents and basic measures.
Order BLS300MB $99.95 2 disks

MULTIPLICATION

This program covers work with four-digit multipliers and the multiplication of fractions and mixed numbers. Canceling is reviewed, and the student is given practice in working with percents and three-step measurement problems.
Order BLS300MC $99.95 2 disks

DIVISION

This program begins with an extensive review of the division of whole numbers. Special attention is given to problems that have zero in the quotients. The lessons on common fractions and decimal fractions extend the practice given in Division 200. The program concludes with exercises on money, percents, and three-step measurement problems.
Order BLS300MD $99.95 2 disks

CONCEPTS & APPLICATIONS

This program continues the work of Concepts and Applications 200 and contains lessons on place value, rounded numbers, the distributive property, simple algebraic expressions, exponents, percents, ratios and proportions, geometry, and two- and three-step story problems.
Order BLS300ME $149.95 3 disks

> "I would like to take this opportunity to let you know how we utilize the BLS Tutorsystems within the Missouri Department of Corrections Education Section. We serve 1,800 ABE/GED students per month in our academic classes, with ages ranging from 16 through 65. Our competency based education program has been greatly enhanced by the incorporation of Tutorsystems into our curriculum. This form of computer assisted instruction has proven skill specific and adult formatted....We found that by incorporating the BLS software into our fourteen institutions across the state, we were able to standardize software so that instructional time and materials would be most efficiently used."
>
> John Bell, Assistant Director
> Division of Classification and Treatment
> Missouri Department of Corrections

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TUTORCOURSE BLS400M

Mathematics 400

Reading Level:	**9+**
Interest Level:	**7-Adult**
Available for:	Apple 64K IBM 256K

The BLS400M course was designed by CTB/McGraw-Hill provide intensive review of basic mathematics skills for remedial adult students. Basic skills are presented in a life-oriented context. Each program has been carefully reviewed to make certain that fair and balanced representation was given to women and members of ethnic minority groups. The complete course contains 5 programs, and provides 13-26 hours of instruction.
Order BLS400M $599.95 13 disks

ADDITION

This program covers addition as presented in equations, common fractions and decimal fractions, mixed numbers, percents, two- and three-step measurement problems requiring regrouping, algebraic expressions, and integers.
Order BLS400MA $99.95 2 disks

SUBTRACTION

Complex work with the numeral zero in regrouping and with money and three-step measurement problems are found in this program. Subtraction problems involving adanced work with like and unlike fractions, and with related and unrelated fractions are presented. Practice is given in subtracting decimal fractions and percents, and simple algebraic expressions are introduced.
Order BLS400MB $99.95 2 disks

MULTIPLICATION

This program reviews multiplication with numbers of up to four digits, with and without zeros in the multiplier. The multiplication of common fractions, decimal fractions, and mixed numbers is also covered, and the student is given practice in expressing mixed numbers as improper fractions. The program concludes with lessons on multiplying percents and measures, and work with simple algebraic expressions.
Order BLS400MC $99.95 2 disks

DIVISION

Besides reviewing work with whole numbers, the Level 400 program extends work with common fractions, decimal fractions, remainders, and estimated numbers. Reducing fractions and checking and rounding off quotients are also explained. The work continues with finding ratios, finding a number when a percent of it is known, and finding percents greater than 100. Measures are also reviewed, and simple algebraic expressions are introduced.
Order BLS400MD $149.95 3 disks

CONCEPTS & APPLICATIONS

This program contains lessons on expanded notation, exponents, square roots, factors, prime numbers, multiples least common denominators, and comparison of numbers. The commutative, associative, and distributive properties are presented as well as equations, percents, geometry, and measures.
Order BLS400ME $199.95 4 disks

GED/Adult Basic Education

"This tutorial software can be used as a complete developmental program because of its intensive review of the basic reading skills, or to remediate specific skill areas. All lessons contain real-life problems and situations that are written on a consistent reading level. The adults in our lab responded enthusiastically to the program, because they found the lessons to be relevant and rewarding when they mastered the skills. The Content Outlines are particularly beneficial to teachers, because they describe the concepts covered in the lesson disk, along with the Master Objectives for that level. Teachers concerned with accountability or teachers who use the diagnostic/prescriptive approach to remediation would find this program to be quite useful. GED teachers should note that the reading context of the Interpretations Programs deal with Science, Social Studies, and Literature topics. As an entire program of four levels of reading instruction, or taken as individual skill programs, the BLS Tutorcourse offers adult educators a first-class tool in the classroom."

Kit Bieschke-Baker
Learning Lab Coordinator
Washington County Adult Skill Center
Abingdon, VA

Adult Basic Education

"I would like to take this opportunity to thank you for giving our learners the chance to work with the BLS Grammar Tutorsystem. The BLS software was well received by our ABE learners. The program was easy for them to access and use with minimal help from the instructors." "The basic grammar was presented in a tutorial lesson format followed by a mastery test which helped the learners measure their progress independently. This format adapted well with both those learners using it for remediation as well as those learning the material for the first time." "There seems to be a sense of accomplishment when students meet with success. Their motivation was certainly heightened each time the learners were successful with BLS200G. Clear definitions, explanations, and examples attributed to these results." "It was a worthwhile, beneficial experience for those participants who worked with the software. I would certainly recommend the BLS Tutorsystem for any literacy program needing basic skills improvement with a variety of objective formats."

Chris Miller
Shoals Area Tri-County
Adult Education Program
Muscle Shoals, AL

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ORDERING INFORMATION

Be sure to specify the BLS product code and title, computer type, disk size, and configuration.

PRODUCT CODE

The Product Code for each title is listed to the left of the price.

COMPUTER TYPE

Availability is listed in the colored box describing each Tutorcourse®. See Computer Compatibility below.

COMPUTER COMPATIBILITY

APPLE

Software runs on APPLE II series computers with 48K (64K where indicated), DOS 3.3, Applesoft in ROM and one 5.25" disk drive. Graphics, when used, are in color, but can be displayed on a monochrome monitor.

IBM

Software runs on IBM PC compatible computers with 256K, MS-DOS 3.0 or higher, and one 5.25" or 3.5" disk drive.

DISK SIZE

Products for APPLE are available in 5.25". Those for MS-DOS are available in either the 5.25" or 3.5" size.

CONFIGURATION

NETWORK—The Seven Through Adult Tutorsystems basic skills series is available for Novell and NetBIOS networks for use with MS-DOS at a cost of three times the respective single copy price. Network software is licensed for use on a single fileserver only. Please call BLS at 1-800-545-7766 for details regarding network software licenses, ICLAS, and SchoolMate. When preparing your order, please indicate "NW" with the corresponding item(s).

LAB PACK OF 10—All products are available in Lab Packs of ten sets of disks, with ten student manuals and one set of documentation, for three times the single copy price. Lab Packs are licensed for use at a single site only. Please indicate "LP" on your order for any item(s) desired in this form.

LAB PACK OF 5—All products are available in Lab Packs of five sets of disks, with five student manuals and one set of documentation, for two times the single copy price. Lab Packs are licensed for use at a single site only. Please indicate "LP2" on your order for any item(s) desired in this form.

SINGLE—All products are available for purchase as a single copy at the single copy price.

SHIPPING INFORMATION

Orders will be shipped as quickly as possible FOB Wilmington via UPS surface or equivalent carrier. Add the following shipping and handling charges to all orders except prepaid orders:

Order Total	Shipping and Handling Charge	UPS Blue Surcharge	UPS Red Surcharge
up to $100	4.0% of order total	$10.00	$20.00
under $500	3.0% of order total		
under $5000	2.0% of order total		
under $10000	1.0% of order total		
$10000 & over	0.5% of order total		

RETURN POLICY

Before returning any merchandise, please contact Customer Service at the address and phone number shown below for an RMA number. Please reference your invoice number on all correspondence. BLS cannot accept returned materials without an RMA number. Credit or refunds will be issued only for materials returned in resaleable condition. A 10% restocking charge applies to lab packs. Network returns require verification of removal of software from fileserver. Shortages or misshipments must be reported within 15 days of receipt.

BACK-UP DISKS

Tutorsystems® software is copy-protected. One back-up disk may be purchased at $10 for each disk purchased at the catalog list price. Back-up disks may be ordered with the initial purchase or with proof-of-purchase at any other time. Back-up disks are not available for lab packs or networks.

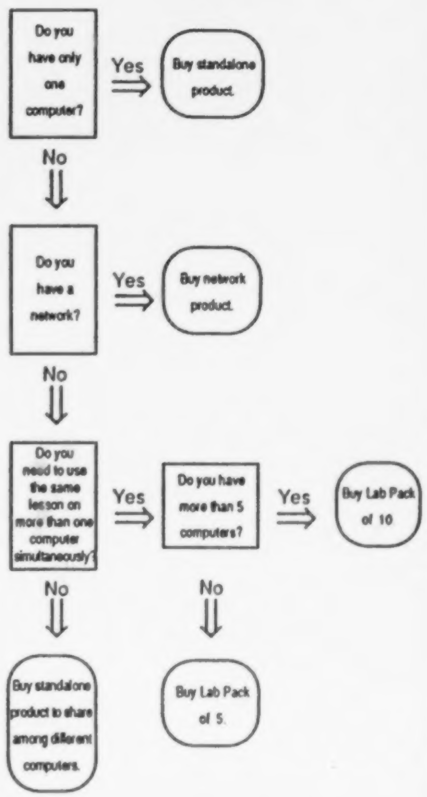
PREVIEWS

Individual Tutor®lessons from any BLS program are available free of charge with full documentation for 30-day preview. Contact your local dealer or call toll-free, 1-800-545-7766 for details and immediate shipment.

UPDATE POLICY

You can receive updates and improvements of your Tutorsystems® programs. Call the phone number shown below for details.

Buying Guide


Do you have only one computer?
Yes
Buy standalone product.
No
Do you have a network?
Yes
Buy network product.
No
Do you need to use the same lesson on more than one computer simultaneously?
Yes
Do you have more than 5 computers?
Yes
Buy Lab Pack of 10
No
Buy standalone product to share among different computers.
No
Buy Lab Pack of 5.

NO GROWING PAINS WITH BLS TUTORSYSTEMS!

1. Did you purchase a Tutorsystems® MS-DOS standalone system and now want to expand to a network? No problem. BLS gives you 100% exchange credit toward the purchase price of the network version. You don't lose a penny!

2. Do you want to move from an APPLE II standalone to an MS-DOS standalone? You can return your APPLE II disks and pay only $10 per Tutor®lesson for the added MS-DOS features.

3. Do you want to move from an APPLE II standalone to an MS-DOS network? You can return your APPLE II disks and receive 100% credit toward the purchase price of the MS-DOS network version.

BLS Tutorsystems® Woodmill Corporate Center 5153 West Woodmill Drive Wilmington, Delaware 19808
• **Toll Free 1-800-545-7766** • In Delaware 302-633-1616

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APPENDIX D

Basic Skills Progress Report for October

Student's Name--

S.S. No. 231-92-7803

Work Place R.I

Course HRD - BLS 6012

	Materials Used: Text	Disk No.	Skill	Grade Level	Grade	Work Sheets
10/5	Absent					
10/7	NO	100 MC-1	multiplication	5.2	90	NO
	NO	200 MC-1	multipecation	7.2	90	NO
10/12	NO	100 MA-1	Addition	5.2	100	NO
	NO	100 MB-2	Subtraction	5.2	100	yes
	NO	200 MB-2	Sub.	7.2	70	NO
10/14	NO	100 ME-1	Concepts	5.2	80	NO
	NO	100 ME-2	Concepts	5.2	91	NO
	NO	100 ME-3	Concepts	5.2	80	NO
10/19	NO	100 MC-1	fraction	5.2	90	NO
	NO	200 MD-1	fraction	7.2	100	yes
10/21	NO	100 ME-4	Concepts	5.2	90	NO
		100 MA-2	addition	5.2	100	NO
10/26	yes	200-ME-1	No. Concepts	7.2	80	yes
10/28	NO -	200 MB-3	Subt.	9.2	100	NO
	NO -	200-MD-2	Divisions	7.2	77	NO

Job Related Skills Targeted This Month:

COMMUNICATION SKILLS Oral ✓ Writing Skills ✓

Measurement ✓ Charts ✓ m Tables ✓

Graphs ✓ Verbal Skills ✓ Resource Mat. ✓

Social Interaction ✓ Self-esteem ✓ Shyness ✓

Self Confidence ✓ Self- evaluation ✓

Remarks

● OVER

APPENDIX E

Appendix E

VIRGINIA HUMAN RESOURCE DEVELOPMENT COUNCIL

INITIAL MANAGEMENT SURVEY - Part III

NEEDS IDENTIFICATION BY UNIT/DEPARTMENT

COMPANY: ______________________________

INSTRUCTIONS: By organization unit, please indicate what you feel are the major education/training needs of the individuals there. (Use a separate page for each organization grouping/unit.)

______________________________ Organization Unit

______________ # Employees

(Identify the education/training that employees in this organization unit need in order to do a better job. List these training ideas under "Nature of Training"; then after all have been written down, indicate how many employees need this training; whether the training should be on company time; will the company pay for such training; should the training be offered on site at the company facility; and whether the training should be at a basic or advanced level.)

Nature of Training	How Many Employees	Training During Work Hours Y/N	Prefer Co. will Pay For Y/N	At Co. Y/N	Level of Training Basic/Adv.

Complete a Page for Each Department/Unit . . . Hold for Pickup By College

NEEDS ASSESSMENT FOR TRAINING

I. INTERVIEW WITH CEO (EXECUTIVE STAFF) - PART I

45 MINUTES

II. EMPLOYER PERCEPTION OF AREA WORKER CHARACTERISTICS

(To be completed by CEO and staff in CVCC's absence and mailed to CVCC within one week.)

III. MANAGEMENT SURVEY - PART II

(To be completed by CEO and staff and mailed in to CVCC.)

IV. MANAGEMENT SURVEY - PART III

(To be completed by Unit/Department leaders and mailed in to CVCC.)

V. EMPLOYEE SURVEY FORM

20-45 minutes per each group of 50 employees

(To be completed by everyone in the company except the CEO.)

a. Supervisors' Rating

- self
- employees

b. Tailor made questions that are company specific.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCES DEVELOPMENT CENTER

EMPLOYEE SURVEY FORM

INSTRUCTIONS:

You are not asked for name or employee number anywhere on this form. Your answers will not be identifiable as yours. Your answer form will not be given to your employer. PLEASE offer your ideas where asked and be sure to answer all questions. The information gathered will assist your company to develop opportunities for improvement to increase profitability and to make your company a better place to work.

NAME OF ORGANIZATION____

First, we would like to know something about you and your job in the company: Please mark the circle of the number of your selected response on the attached response sheet.

1. How long have you worked here?
   1. 0 - 2 years
   2. 2 - 5 years
   3. More than 5 years

2. My position is:
   1. Supervisory
   2. Nonsupervisory

3. My pay structure is:
   1. Salaried-office
   2. Salaried-field
   3. Hourly-office
   4. Hourly-field

In this set of items we are offering you some statements about your company. Please mark circle "1" if you agree with the statement; mark "2" if you tend to agree; mark "3" if you tend to disagree; and mark "4" if you disagree.

		AGREE	TEND TO AGREE	TEND TO DISAGREE	DISAGREE
4.	I would rate the overall quality of work in this company as excellent.	1	2	3	4
5.	In this company, there are high standards of performance.	1	2	3	4
6.	I would encourage a friend to work at this company.	1	2	3	4
7.	The company has a good image in the community.	1	2	3	4
8.	I would recommend this company to my friends and relatives.	1	2	3	4
9.	Staff shortages have not affected the quality of work in this company.	1	2	3	4
10.	There is enough staff in my work group.	1	2	3	4
11	Staffing problems have not lowered performance in my work group.	1	2	3	4

		AGREE	TEND TO AGREE	TEND TO DISAGREE	DISAGREE
12.	Our work group communicates well.	1	2	3	4
13.	There is cooperation in my work group.	1	2	3	4
14.	My work group usually works well together to solve problems.	1	2	3	4
15.	Time is used productively in my work group.	1	2	3	4
16.	When decisions are made, my work group is seldom given a chance to express their opinions.	1	2	3	4
17.	I am not given the opportunity to influence the decisions and policies that affect my work.	1	2	3	4
18.	I would like to participate more in the actual decision making process of the company.	1	2	3	4
19.	My supervisor needs to hold more meetings before making decisions for problem solving.	1	2	3	4
20.	In this company, when someone has excellent performance it is recognized.	1	2	3	4
21.	Promotions are fair in this company.	1	2	3	4
22.	The current performance evaluation system is fair.	1	2	3	4
23.	I am satisfied with how my supervisor conducts my performance appraisal.	1	2	3	4
24.	My last performance review helped me to improve my performance.	1	2	3	4
25.	My performance reviews are usually done on time.	1	2	3	4
26.	Managers in my department are willing to face problems directly.	1	2	3	4
27.	If you want to make a good impression in this company, you must avoid open arguments and disagreements.	1	2	3	4
28.	When conflict occurs in my department, it is usually resolved easily.	1	2	3	4
29.	It is clear to me who my supervisor is.	1	2	3	4
30.	My supervisor is fair.	1	2	3	4
31.	My supervisor provides needed guidance and direction.	1	2	3	4
32.	My supervisor communicates well with me as an employee.	1	2	3	4
33.	My supervisor is good at helping me set personal work goals.	1	2	3	4
34.	My supervisor does a good job in handling complaints, grievances and problems.	1	2	3	4
35.	I trust my supervisor to be straightforward and honest with me.	1	2	3	4
36.	I can talk to my supervisor.	1	2	3	4
37.	The President encourages high quality performance.	1	2	3	4
38.	The President is aware of the problems at my level of the organization.	1	2	3	4
39.	I respect the President.				
40.	The President listens to employees.	1	2	3	4
41.	The President responds promptly to most problems.	1	2	3	4
42.	The President is doing a good job of planning for the future.	1	2	3	4
43.	The President can be trusted to be straightforward and honest.	1	2	3	4

		AGREE	TEND TO AGREE	TEND TO DISAGREE	DISAGREE
44.	Recent changes in the company have caused a lot of stress.	1	2	3	4
45.	Changes happen too fast in this company.	1	2	3	4
46.	Changes happen too fast in my work group.	1	2	3	4
47.	Changes are usually handled smoothly in this company.	1	2	3	4
48.	Changes are usually handled smoothly in my work group.	1	2	3	4
49.	My pay is fair for the work I perform.	1	2	3	4
50.	Overall, I am satisfied with my pay.	1	2	3	4
51.	Compared to other companies I know about, our pay scale here is all right.	1	2	3	4
52.	Compared to other people in this company, I am paid fairly.	1	2	3	4
53.	I understand our benefits program.	1	2	3	4
54.	I am satisfied with the health care coverage provided by the company.	1	2	3	4
55.	I am satisfied with the retirement program.	1	2	3	4
56.	I am satisfied with the sick leave policy.	1	2	3	4
57.	I am satisfied with the vacation policy.	1	2	3	4
58.	I feel secure in my job.	1	2	3	4
59.	I can be sure of keeping my job as long as I perform well.	1	2	3	4
60.	The equipment I use is well maintained.	1	2	3	4
61.	I could accomplish more if I had better equipment.	1	2	3	4
62.	My work group has up-to-date equipment.	1	2	3	4
63.	The physical conditions (light, heat, space, appearance) in my work area are good.	1	2	3	4
64.	The training I receive is adequate.	1	2	3	4
65.	My work area is clean.	1	2	3	4
66.	The slate floor should be removed.	1	2	3	4
67.	In my job I am given the opportunity to be creative and innovative.	1	2	3	4
68.	My job makes good use of my skills and abilities.	1	2	3	4
69.	My work gives me a feeling of accomplishment.	1	2	3	4
70.	Overall, I am satisfied with my job.	1	2	3	4
71.	Overall, I feel confident that my job will be satisfying in the future.	1	2	3	4
72.	My department works well with other company departments.	1	2	3	4
73.	The different company departments work together as a team.	1	2	3	4
74.	There is good communication between departments.	1	2	3	4
75.	This survey is a good means of communication.	1	2	3	4
76.	This survey will result in some worthwhile changes.	1	2	3	4
77.	I liked the survey.	1	2	3	4

Please mark the circle of the number of your selected response.

78. Compared to two years ago, working conditions in my department or immediate work area are:
    1. Worse
    2. About the same
    3. Better

SCANTRON FORM NO. T-101182-VT 3787 C771 5 4 3 2 1

NAME ______________________________
LAST FIRST MIDDLE

JURSE ______________________________
DEPT. NO. INDEX NO.

VIRGINIA TECH

LEARNING RESOURCES CENTER

DATE ____ ____ ____
MO. DAY YR.

USE NO. 2 PENCIL

WRONG 1	①②③④⑤
WRONG 2	①②③④⑤
WRONG 3	①②③④⑤
RIGHT 4	①●③④⑤

1 IN THE BOXES BELOW, WRITE YOUR ID NUMBER THEN BLACKEN THE CORRESPONDING CIRCLE

2 IF REQUESTED BY INSTRUCTOR WRITE IN TEST FORM, SEAT NUMBER AND GROUP NUMBER BELOW. BLACKEN CORRESPONDING NUMBERED CIRCLE.

ID NUMBER

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DO NOT WRITE ON THE BACK OF THIS SHEET

TEST FORM

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GROUP NO.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

PLEDGE

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JOB BREAKDOWN

DEPARTMENT:__________ NAME:____________________________

JOB:_________________ DATE: _______________

Main Steps	Key Points.	Tools,Equipment & Materials	Safety Factors

HUMAN RESOURCE DEVELOPMENT PROJECT

INDIVIDUAL CAREER PLAN

Name Gail Nickles Date 11/12/92

Place of Employment Buster Brown

Current Job Title Sewing Machine Operator

In the spaces provided below, list any jobs (both within current company and outside of the company) which you would like to prepare to hold. Indicate those skills and requirements you already have for this desired job, then list any skills you would need to do this job but currently do not have.

	Jobs I would like to prepare for:	Skills & requirements for this job which I already have:	Skills I will need to learn for this job:	Plan for learning this job:
No. 1	Office job (at Buster Brown)	typing Business Writing Operating machines Basic Computer Uses	Additional computer skills: Payroll Data Base Lotus ?	Enrolled in DOS Plan to take other computer applications as needed.
No. 2	Accounting	↑ Accounting	Refresher in Accounting Update on Computer	↑
No. 3	Medical Records	medical terminology	medical Records Certificate	Check into Night Course + Financial Aid

BEST COPY AVAILABLE

INDIVIDUAL COMPUTER SKILLS

I currently use a personal computer:	At Work	At Home	Neither
			✓

Ways I currently use a computer: ______________________

Please check the columns below which indicate whether you feel you need this skill in your current job or whether you wish it for future job opportunities, and whether you are already competent in this skill or feel you need to improve your ability:

APPLICATION	*NEED IN CURRENT JOB*	*NEED IN FUTURE JOB*	*NEED TO LEARN OR IMPROVE THIS SKILL*	*ALREADY COMPETENT IN THIS SKILL*
Basic Computer Skills		✓	✓	
Word Processing		✓	✓	
Spreadsheets		✓	✓	
Database Management		✓	✓	
Graphics		✓	✓	
Desktop Publishing		✓	✓	
Other: (please list)				

Gail Nickles
NAME

Buster Brown
ORGANIZATION

10-28-92
DATE

HUMAN RESOURCE DEVELOPMENT PROJECT

INDIVIDUAL CAREER PLAN

Name Peggy Hensley Date 11/12/92

Place of Employment Buster Brown

Current Job Title Final Auditor (inspector)

In the spaces provided below, list any jobs (both within current company and outside of the company) which you would like to prepare to hold. Indicate those skills and requirements you already have for this desired job, then list any skills you would need to do this job but currently do not have.

	Jobs I would like to prepare for:	**Skills & requirements for this job which I already have:**	**Skills I will need to learn for this job:**	**Plan for learning this job:**
No. 1	Expeditor (supervision) at Buster Brown	Can use the computer to Do the "Expeditor" Job.	Spread Sheets	Enrolled in DOS Plan to take Application as offered at HRD.
No. 2	Personal Bookkeeper/ Sec. (or Home Business (trucking))	Bookkeeping Course Typing Billing Use the "basic system" Accounting	Word processing Data Base use	need/plan to take application through HRD.
No. 3				

by Connie

INDIVIDUAL COMPUTER SKILLS

	At Work	At Home	Neither
I currently use a personal computer:	✓		

Ways I currently use a computer: to get clock numbers of operators

Please check the columns below which indicate whether you feel you need this skill in your current job or whether you wish it for future job opportunities, and whether you are already competent in this skill or feel you need to improve your ability:

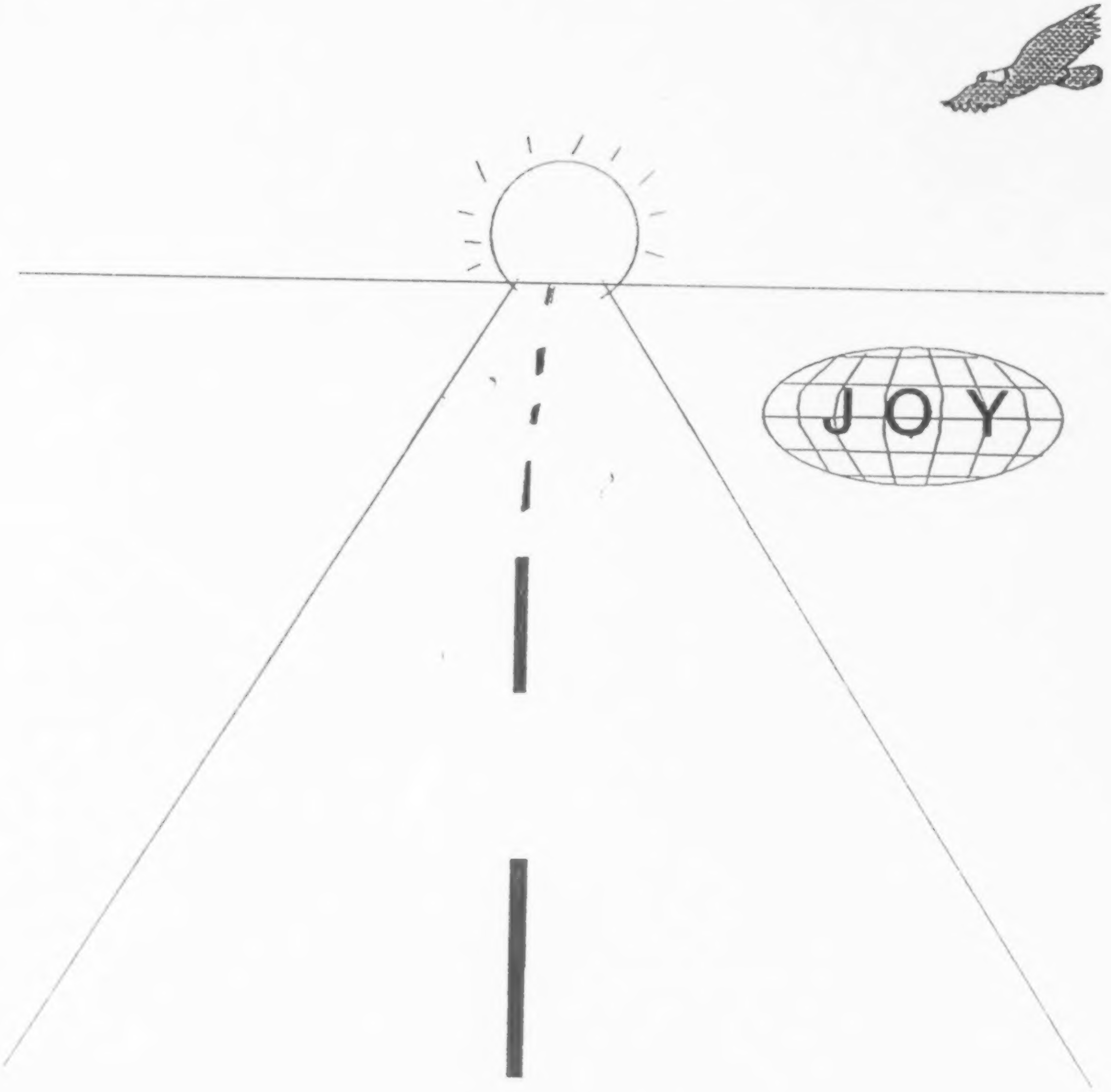
APPLICATION	NEED IN CURRENT JOB	NEED IN FUTURE JOB	NEED TO LEARN OR IMPROVE THIS SKILL	ALREADY COMPETENT IN THIS SKILL
Basic Computer Skills	✓		✓	
Word Processing	~~✓~~	✓	✓	
Spreadsheets	~~✓~~	✓	✓	
Database Management		✓	✓	
Graphics				
Desktop Publishing				
Other: (please list)				

Peggy Hensley	Buster Brown	10-29-92
NAME	ORGANIZATION	DATE

APPENDIX F

A Step Beyond:

An Organizational Career Development Workshop



Steps Involved in the Program

I. Initial Self Assessment
  A. Who am I? What do I want to do?
  B. Where have I been?

II. Future Self Assessment
  A. Where am I now? What can I do?
  B. Where do I want to be?

III. Conducting an Environmental Assessment
  A. What's out there?

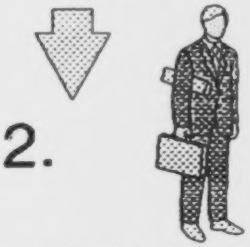
IV. Developing a Goal-Directed Action Plan
  A. What is the next step?

V. Implementing your action plan
  A. How do I get there?

1.

You are here.

2.

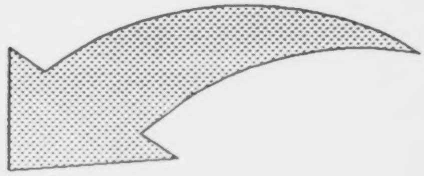


You want to be here.

3.

So see what's out there

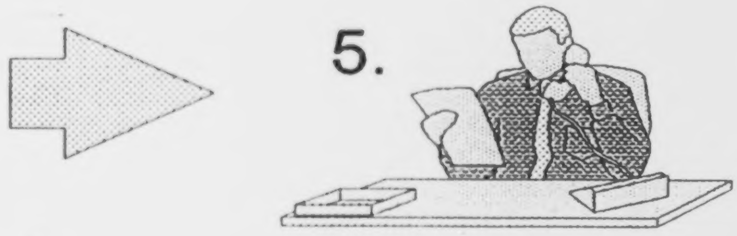
4.



Action
Plan

Form an action plan

5.



And put your plan into action

A Step Beyond

General Information

* The classes will be held at Ramada Inn, based on availability. Other sites may be utilized if necessary.

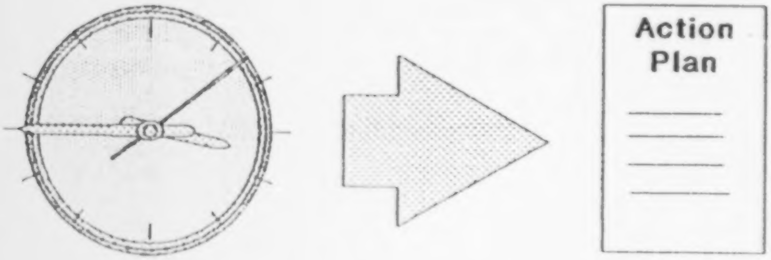
* Sessions will begin at 3:45 p.m. and will meet once or twice weekly, as agreed upon at the introductory session.

* Each session will last 90 minutes.

* There will be 10-12 sessions, based on the size and work styles of the group.

* Each paarticipant will earn 2.25 Continuing Education Credits at no cost to the employee.

* The end result of the program will be a fully developed career plan for each employee.



A little time and effort and you will have a plan for your future

Course Outline

I. Step one will take about 6 sessions and includes:
  A. Values Clarification including Work Values
  B. Personality Assessment/Work Styles
  C. Motivational Patterns/Occupational Interests
  D. Where have I been? (Resume development)

II. Step 2 will take about 3 sessions and includes:
  A. Job and Abilities Analysis
  B. Leadership Ability Evaluation
  C. Where do I want to be? (Evaluating your goals)

III. Step 3 will take about 2 sessions and includes:
  A. Organization profile and opportunity structure
  B. Job Requirements
  C. Available career paths
  D. Developmental policies

IV. Step 4 will take 1 session and includes:
  A. Develop a Goal-Directed Action Plan (for portfolio)

V. Step 5 will take 1 session and includes:
  A. Implementation of your plan
  B. Course evaluation

Note: The first class session is an information session and the date of the first meeting will be announced later.

"A STEP BEYOND-- A CAREER DEVELOPMENT PLAN"

TRAINING PROPOSAL PREPARED FOR:
JOY TECHNOLOGIES INC
Mining Machinery Division
P. O. Box 256
Duffield, VA 24244
Phone: (703) 431-2821

IN RECOGNITION OF JOY TECHNOLOGIES INC.'S BELIEF THAT THE SUCCESS OF THE COMPANY AND ITS EMPLOYEES ARE DEPENDANT ON THE EFFECTIVE PLACEMENT AND FULL DEVELOPMENT OF THE ABILITIES OF ALL ITS EMPLOYEES, WE PROUDLY PRESENT:

A STEP BEYOND - AN ORGANIZATIONAL CAREER DEVELOPMENT WORKSHOP

GOALS:

- *To encourage employees to think about their careers
- *To provide a mechanism for an employee's realistic career self-assessment and goal setting
- *To commit employees to take action toward developmental goals
- *To provide a skills and interest inventory of all employees
- *To empower the employee to take major responsibility for his or her own career development
- *To explore the meaning and practice of career development
- *To learn techniques for ongoing evaluation of a career
- *To plan for employment future

STEP I

INITIAL SELF-ASSESSMENT

Who am I? What do I want to do?
--Self-concept

--Values clarification
--Personality characteristics and personal style
--Motivational patterns
--Occupational interests
--Personal preferences

Where have I been?

--Personal and educational background
--Work history and experience
--Key accomplishments and successes
--Peak experiences
--Significant life decisions
--Satisfying and dissatisfying experiences

STEP II

WHAT IS A FUTURE SELF-ASSESSMENT?

Where am I now? What can I do?

--Analysis of current job; behavioral demands, importance of various job elements, likes and dislikes

--Values skills and abilities: professional/technical, managerial, personal,

--Special knowledge and capabilities: personal qualities, developmental needs, sources of satisfaction and dissatisfaction

Where do I want to be?

--Occupational daydreams, ideal job description
--Desired future accomplishments
--Preferred working environment
--Ideal life-style
--Career goals
--Personal goals

STEP III

How do you conduct an environmental assessment?

What's out there?

--Organization profile, business outlook
--Opportunity structure, job requirements, selection standards
--Available career paths or options
--Developmental policies
--Other resources and information

STEP IV

How do you develop a goal-directed action plan?

What's the next step?

--Reconciling self-assessment with environmental assessment
--Identifying long-range alternatives
--Specifying short-range goals
--Setting priorities
--Preparing an action plan
--Developing a contingency plan

Supervisory training support

STEP V

How do you implement your action plan?

How do I get there?

--Develop marketing techniques
--Establish career action projects with time frame for completion

QUESTION--Are supervisors expected to discuss their employees' career plans with them? Are employees prepared to discuss their skills and plans?

This workshop should help them define their interests, skills, and values; learn how to enhance their present jobs; and set realistic goals. Employees must meet with their supervisors to discuss the employees' skills and developmental needs and the resources necessary to meet them.

2 sessions on self-assessment & 2 sessions on setting goals; meet with supervisors to discuss skills and available opportunities

Skills data base to assess skills available and needed in the division.

Job summary catalogue, job-opening requisition information, tuition aid plan - training course catalogue.

OBJECTIVELY MATCH INDIVIDUAL EMPLOYEES' SKILLS TO THE NEEDS OF THE DIVISION, AND

SHOW THAT MANAGERS AND SUPERVISORS CARE ABOUT EMPLOYEES' CAREER DEVELOPMENT

SCOPE OF WORK

The Human Resource Development Program at Mountain Empire Community College proposes to provide Penn Virginia Corporation training and consultation services as follows:

Phase I: 0-12

- Providing consulting for a needs assessment to identify Penn Virginia"s strengths and weaknesses.
- Providing leadership training to the President and his staff to accomplish the following:
    - Defining the organization's process at the macro level
    - Validating the organization's mission
    - Setting values and standards
    - Piloting a continuous improvement process

Phase II: 12-24 Months

- Providing consulting and training to Penn Virginia to accomplish the following:
    - Focusing on significant strategic issues
    - Organizational deployment of continuous improvement processes
    - Developing internal capabilities

MEETING THE CHALLENGE

Quality is an elusive term. However, American companies and the American educational system are comprehending the magnitude of the quality concept as our domination in the world marketplace is diminishing. The premier teacher of what produces quality, and what quality produces, is Dr. W. Edwards Deming. This American is credited with leading Japan from post-war depression to economic supremacy. American businesses are starting to listen to Dr. Deming and other strategists for work place improvement, most notably the Ford Motor Company, Hewlett-Packard, General Motors, AT & T, and others.

Quality Navigation

The transformation to a quality organization is a complex and difficult undertaking. To become world class, you must begin making positive changes now. The rate of return depends on how quickly the principles of quality can be put into practice.

Total quality management is a proven method for obtaining:

- Improved customer satisfaction
- Improved process control
- Improved cost efficiency
- Improved management processes

Total quality management is a continual improvement program which is based upon:

- Fundamental changes in management style
- Changes in work methods
- Extraordinary employee involvement
- Cooperation and community involvement

> *"You get on the quality train,*
> *or you end up standing on the platform*
> *watching the business pass you by."*
> *Thomas S. Anderson*

Mountain Empire Community College

Continuous • Improvement • Proposal

Penn
Virginia
Corporation

195

"The best way to predict the
future is to create it."
Stephen R. Covey

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CONTINUOUS IMPROVEMENT FOR
PENN VIRGINIA RESOURCES CORPORATION

Quality cannot be copied - no step by step cookbook:

Based on:

(1) Customer-first
(2) Top management leadership of quality improvement process
(3) Focus on continuous improvement
(4) Respect for employees and their knowledge

QUALITY IMPROVEMENT IS A JOURNEY MORE THAN A DESTINATION. IT IS A PROCESS OF CONTINUOUS IMPROVEMENT.

Plan - Do - Check - Act Cycle
Management by Planning
Statistical Thinking
Standardization

1. **Top management** forms a Steering Committee (Quality Team or Council) to oversee the team-building process.

Committee is responsible for:
(a) ensuring resources
(b) communicating the state of the business, total quality implementation plans, and progress with respect to plans
(c) providing education and training
(d) assessing programs
(e) ensuring recognition and rewards

2. **Middle Management** is now asked to create an environment to encourage all employees to problem solve and make improvements.

(a) translates top management's vision, mission and strategy into functional activities for the organization
(b) providing feedback on status of functional activities
(c) aligning top management's vision with staff and workforce individual needs

Invert the organizational chart - managers are resource to the line, offering equal amounts of support and guidance in their new roles as planners, coaches, and facilitators.

Two Types of Employee Involvement Teams: -
(1) Cross-functional - different disciplines and functional areas and levels
(2) Family - supervisor is team leader; team is made up of those within his/her department

PLAYERS

Team Leader (Supervisor)
Facilitator - concentrates on process--helps leader seeking opinions, coordinating different ideas, testing consensus, applying tools and techniques, summarizing key points and providing feedback to group. Makes sure powerful personalities do not dominate the proceedings.
Trainer - outside consultant - initial responsibility for training employees in quality improvement techniques, problem solving, leadership and facilitation skills. Eventually employees should assume this function. Ideally, managers will be the first trainers - excellent way for managers to lead by example.
Participants

- (a) recommending meeting agenda items
- (b) offering perspective and ideas
- (c) performing assignments
- (d) ensuring decisions and follow-up assignments clear
- (e) helping critique and improve meeting process

Effective teams are concerned with both results: tasks and the meeting process (how meetings are managed, how problems are solved, how decisions are made, and how goals are accomplished.)

PILOT PROJECTS

1. Education and training are key components
2. Small number of select teams are given opportunity to apply newly learned concepts and techniques in on-the-job situation.

3. Initially, 3 or 4 teams conduct pilot projects lasting 3 to 6 months. *Pilot projects must be:*

(1) within group's span of control
(2) manageable
(3) something that most team members feel will help them perform their jobs better
(4) implemented quickly
(5) measurable/tangible
(6) important to management

Overtime required in beginning to provide training and allow teams to learn new skills.

Successful pilots motivate and educate other teams

Rate of expansion of number of work teams is function of degree to which a company possesses:

(1) Leadership to direct, support and inspire
(2) Facilitation to ensure leadership is consistent with new model
(3) Knowledge of what to do and how to do it
(4) Will and energy to act
(5) Time and resources to effect lasting changes

Managers must understand life cycle of team:

(1) Build - uneasy and unsure; help clarify people's expectations and work to overcome initial apprehension

(2) Develop - Teams gain momentum - relationships evolving, conflicts may arise; should be expected and not used as an excuse to abandon team efforts

(3) Optimize - team has gelled and works together more effectively. Leaders and facilitators play less active role as team manages itself.

PLANNING FOR THE LONG-TERM PROCESS

TRAINING NEEDED:

Approximately 5 days for Leadership
Does not all have to be together necessarily.

Costs: $1500/day + materials

Need 2-hour planning meeting with Vic Dingus (no obligation)

Grant will provide first day of training with designated people. (No obligation by Penn Virginia beyond this if Company is not satisfied that this is the way to go). Company will then decide whether to choose this instructor to continue at their expense.

Focus will be established by developing vision, mission, and goals--Training will be customized for Penn Virginia Resources. A strategic plan will be developed for the deployment of an entire program.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
DRAWER 700, BIG STONE GAP, VIRGINIA 24219

TRAINING PROPOSAL

prepared for

NORRIS TRIM

by

Mountain Empire Community College

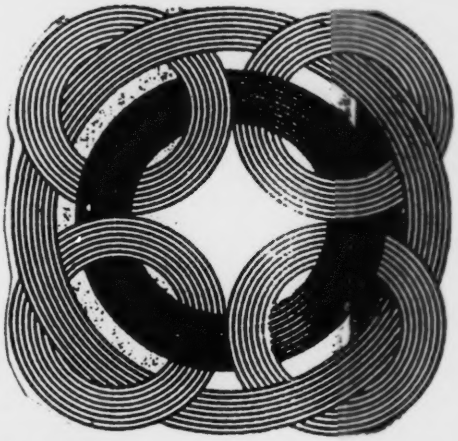
Mitzi Holyfield
Coordinator
Human Resource Development Program
703-431-4543

Connie Rhoton
Coordinator
Work and Family Institute
703-523-2400

This Training Proposal has been designed in response to training needs identified at Norris Trim, Duffield Industrial Park, Duffield, Virginia, by the Training Needs Assessment Report prepared by Virginia Polytechnic Institute and State University in cooperation with Mountain Empire Community College.

Based on the Assessment Report, a three-day training session for each employee is recommended. Training activities will be most effective with groups of 15-25 employees. Topics selected for this training session relate to human resource development and were identified as a training need by 50 or more employees.

Other topics identified by the Assessment Report may be addressed in additional training sessions as requested by Norris Trim.



Day No. 1

UNTIE THE KNOTS
A POSITIVE APPROACH TO GROUP DYNAMICS

Activities and projects in this session will focus on assisting the individual in strengthening interpersonal and team building skills.

ORIENTATION
Introductions, review of agenda

EFFECTIVE COMMUNICATION: To Have and Have "Knot"
How Well Do You Communicate?
Communication Knots
Getting Through To People
Communicating For Better Relationships

T.E.A.M. BUILDING: Together Everyone Accomplishes More
You Were A First Round Draft Choice!
Untangling The Types
No Strings Attached!

AVOIDING HITCHES: Cutting Through Problems and Conflicts
Reach for the Scissors
No "Noose" Is Good "Noose"
I Won!

Day No. 2

UP YOUR PRODUCTIVITY
EFFECTIVE SELF MANAGEMENT

DECISION MAKING: Eeny, Meeny, Miny, Mo.....No!
- Personal Values
- Life's Little Ups and Downs
- The Versatility of a Paper Clip

I'M NOT AGRESSIVE...I'M JUST ASSERTIVE!
- An Assertive Philosophy
- Programming Yourself
- Stop Signs and Green Lights
- Body Language

WHAT YOU SEE IS WHAT YOU GET!
- Expectations-Excitations
- Discovering Opportunity
- Going for the "Goal"

The Three "P's"
- Plan...
- Polish...
- Promote!

TIME FLYS WHEN YOU'RE HAVING FUN...and when you're not!
- Attitudes Toward Time
- Going, Going...Gone!
- The 3 "D's"
- Ants and Elephants
- The Priority Authority

Day No. 3

LIFESTYLE OVERLOAD
STRATEGIES FOR COPING WITH STRESS

SIGNS OF THE TIMES
- Symptoms of Overload
- Lifestyle Analysis
- Identifying Your Stressors

THE TURTLE AND THE RACEHORSE
- Which One Are You?
- Using Quick Fixes
- Practice Makes Perfect

OPPORTUNITIES TO UNLOAD
- Opportunity No. 1
- Opportunity No. 2
- Opportunity No. 3

FORM A PLAN AS EASY AS 1-2-3!
- How to Win Friends, Influence People... and Unload!

Day No. 3   Part 2

JUST DO IT!
RETIREMENT PLANNING
ORGANIZATION SKILLS AND PLANNING WORK FLOW

Why Are We Here?
    Mission Identification

Making the Pieces Fit!
    Organizational Chart

Just Do It . . . Right!
    Job Organization Skills

Making the Flow Go!
    Planning/Organizing Work Flow

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT

TRAINING PROPOSAL
for
CYPRUS FOOTE MINERAL COMPANY

"MANAGING YOUR OWN BEHAVIOR"

Mitzi Holyfield, Project Coordinator
Human Resource Development Project
(703) 431-4543

Connie Rhoton, Instructor
Mt. Empire Community College

TRAINING FOCUS: Managing Your Own Behavior
Planning/Organizing Work Flow

TRAINING SCHEDULE:

Managing Your Own Behavior -- Tuesday mornings, 10:00 am-12:00 noon
8 sessions beginning Sept. 29, 1992

Planning/Organizing Work Flow -- 2 sessions, same as above, following completion of above sessions
(10 total sessions, Sept. 29 - Dec. 1, 1992)

SESSION OBJECTIVES AND MATERIALS:

Managing Your Own Behavior:

The materials for the eight sessions will be from the personal dynamics course, "Adventures in Attitudes," developed by Performax, Inc. The objectives for the eight sessions include

- learn how to release potential and mid power locked within you
- be able to handle daily problems with ease and assurance
- be able to conquer moods of depression, discouragement, doubt, frustration
- learn the mental secrets that give you energy, drive, motivation
- gain control and mastery over your thoughts so you can get what you want out of life
- break crippling attitude habits that hold you back.

The sessions will cover the following subject areas:

- Effective Communication
- Dynamics of Attitudes
- Managing Your Mind
- Understanding People
- Good Human Relations
- Motivation
- Goals & Self-Management

Planning and Organizing Work Flow

These two sessions will use the materials "Plan Your Work-Work Your Plan," from Crisp Publications. The objectives include

- learn to apply practical planning tools
- learn the essentials of planning
- use self-assessment tools.

JOY TECHNOLOGIES INC.

Today's Supervisor

A New Workplace Paradigm

Customized Training
Provided by
The Human Resource Development Project
Mountain Empire Community College

Instructor: Connie Rhoton
Project Director: Mitzi Holyfield
703-431-4543

JOY TECHNOLOGIES TRAINING PROPOSAL
COURSE OUTLINE

Today's Supervisor: A New Workplace Paradigm

TEN SESSIONS, 90 MINUTES EACH

SESSION ONE: Introduction to Supervision

Introductions
Course Requirements
Student Expectations

"Exploring the Role of a Supervisor in Today's Workplace"
  Definition
  Role in today's workplace
  How has the role changed
  Pros and Cons
  Supervisors of the future
  Qualities of a good supervisor

"Discovering the Future" Video by Joel Barker

SESSION TWO: Introduction to Team Building

"The Sucess of the Team Concept"
  Teamwork success stories
  Why teams work
  Groups -vs- Teams
  Attitudes of a team builder

"Recognizing the Personality of the Team"
  Personality Assessment with application to supervisory team building skill

SESSION THREE: The Personality of the Team

"Recognizing the Personality of the Team"(part 2)
  Understanding personality types as related to team building
  Recognizing strengths of team members

SESSION FOUR: Elements of Team Building

"Effective teams:
- focus on goals
- share leadership
- utilize personalities and abilities
- communicate openly
- exhibit trust and respect
- plan and organize."

SESSION FIVE: Building the Team

"The Supervisor's Role in Team Management"
- Motivating teams and individuals
- Attitudes and techniques which inhibit team success
- Management styles

SESSION SIX: Resolving Conflict

The "Win/Win" Approach

SESSION SEVEN: Dealing with Difficult People

Identifying "people problems" and strageties for coping.

SESSION EIGHT: Supervising in a Team Situation

- Team decision -vs- management decision
- Organizational constraints
- Working with other teams
- The non-team player

SESSION NINE: Legal Issues for Supervisors

- Work Ethics
- Company Policies
- Sexual Harrassment
- Americans with Disabilities Act

SESSION TEN: Wrap-Up

- Completion of any unfinished topics
- Question and Answer Session
- Lou Holtz Video: Do Right
- Presentation of certificates

SUGGESTED CLASS MEETING DATES
JOY TECHNOLOGIES
TODAY'S SUPERVISORS

Session 1.................Tues., Feb. 8

Session 2.................Wed., Feb 17

Session 3.................Tues., Feb. 23

Session 4.................Tues., March 2

Session 5.................Tues., March 9

Session 6.................Wed., March 17

Session 7.................Tues., March 23

Session 8.................Thurs., March 25

Session 9.................Thurs., April 1

Session 10...............Tues., April 6

The above dates are tentative and may be changed if necessary to accommadate the company's work schedule. At least one-day advance notice should be given if possible when a change is needed.

Participants in the class will receive Continuing Education Units (CEU's) for this class. In order to receive the CEU's and meet the requirements set by the Human Resource Development Project, a participant must attend 80% of scheduled class meetings. Grades will be assigned on a Pass/Fail basis.

HUMAN RESOURCE DEVELOPMENT PROJECT

COMPUTER LAB SCHEDULE
APRILL 1992

BASIC SKILLS
MONDAYS & WEDNESDAYS
3:30 - 6:30

COMMUNICATING WITH COMPUTERS
TUESDAYS
12:45 - 2:45

COMMUNICATING WITH SPREADSHEETS I
TUESDAYS
3:00 - 5:00
FRIDAYS
2:30 - 4:30
PENN VIRGINIA

COMMUNICATING WITH SPREADSHEETS I
THURSDAYS
3:00 - 5:00
CYPRUS FOOTE MINERAL

COMMUNICATING WITH SPREADSHEETS I
FRIDAYS
4:45 - 6:45
NORRIS TRIM

COMMUNICATING WITH SPREADSHEETS II
12:45 - 2:45

RELATIONAL DATABASE COMMUNICATIONS
TUESDAYS & THURSDAYS
5:15 - 7:15

OUTLINE FOR BUSINESS LETTER WRITING WORKSHOP

To be conducted by Ms. Ann Davis

Punctuation

Spelling

Word Usage

5 Components of good business letters

Reference materials

Types of letters, such as persuasive, request, etc.

New styles for envelopes

word division

consistency within company

June 29 & 30, 1992 (Monday & Tuesday) 1 p.m. - 4 p.m.

SPRING 1993

COMMUNICATING WITH INTEGRATED PROGRAMS
MICROSOFT WORKS 2.0
COURSE OUTLINE AND AGENDA

This course is intended to acquaint the user with an integrated computer program which incorporates several programs into one. An integrated program usually includes a wordprocessing application, spreadsheet application, database application, and communications application. At the conclusion of the course, a user should be familiar with the uses and fundamentals of the individual applications, and understand how they can interact in an integrated setting.

Starting Works:

At the C:\> prompt, key: CD Works
At the C:\WORKS prompt, key: Works

Exiting Works:

From the File Menu select Exit Works (ALT, F, X)

I. INTRODUCING WORKS

- A. About Microsoft Works
    - 1. Learning Works
    - 2. Word Processor
    - 3. Spreadsheet
    - 4. Charting
    - 5. Database
    - 6. Communications

II. GETTING STARTED

- A. Setting Up Works
    - 1. Tutorial
    - 2. Online Assistance
    - 3. The Works Screen
    - 4. Choosing Commands
    - 5. Using Dialog Boxes

III. FILES, WINDOWS, AND ACCESSORIES

- A. Alarm Clock
- B. Backing Up Your Work
- C. Calculator
- D. Closing a File
- E. Copying a File
- F. Creating a File
- G. Date and Time
- H. Deleting a File
- I. Dialing a Telephone Number
- J. Directories
- K. Disks
- L. Exiting Works
- M. File Management
- N. Opening a File

    O. Renaming Other Programs
    P. Saving and Naming a File
    Q. Settings
    R. Template File
    S. Text (ASCII) File
    T. Windows

IV. WORD PROCESSING

    A. Creating a Document
    B. Editing Text
    C. Formatting Characters
    D. Formatting Paragraphs
    E. Working with Columns & Tabs
    F. Changing Layout
    G. Printing
    H. Putting it All Together
    I. Advanced Features

V. SPREADSHEET REFERENCE

    A. Creating a Spreadsheet
    B. Entering Text & Numbers
    C. Adding Formulas & Functions
    D. Formatting Spreadsheet
    E. Copying Cells
    F. Changing Spreadsheet
    G. Spreadsheet Charting
    H. Printing
    I. Putting it All Together

VI. DATABASE

    A. Creating a Database
    B. Editing Records
    C. Working with Lists
    D. Organizing Records
    E. Formatting Records
    F. Searching for Information
    G. Advanced Searching
    H. Reporting
    I. Designing Custom Reports
    J. Printing
    K. Putting it All Together

VII. COMMUNICATIONS

    A. Calling and Answering
    B. Sending and Receiving Information

VIII. USING THE TOOLS TOGETHER

    A. Copying Between Tools
    B. Creating Form Letters
    C. Putting it All Together

WORDPERFECT INFORMATION

I. MICROCOMPUTER EQUIPMENT

A. Introduction

B. Computer
   1. Definition
   2. Five Parts
      a. Keyboard
      b. Central processing unit
      c. Monitor
      d. Disk drives
      e. Printer

C. Disks
   1. Definition
   2. Care
   3. Formatting
   4. Floppy
   5. Hard Disk

D. Function Key Template

E. Command Card

F. Booting the computer
   1. Turn on the power switch
      a. For **Tandy** machines, there are two switches, both are on the front. First, turn on the Display Unit. Then, after a few seconds, turn on CPU.
      b. For model IBM PS/2 25 computers, on/off switch is on right front of monitor.
   2. After the computer boots up:
      a. The Tandy machines will come up in Windows. Use the mouse to select File, then Exit Windows, then Yes.
      b. The IBMs will prompt for the date. Key in the date as shown in parentheses, and press the **ENTER** key. A prompt will appear for the time. Key the time in using military (24 hour) time.
   3. A system prompt should now appear: C:\>

G. Loading WordPerfect
   1. Load the program by typing **WP** and pressing ENTER.

H. Typing Screen
   1. Cursor - blinking dash that shows your location.
   2. Status line - right bottom of screen
      a. Document number
      b. Page number
      c. Line number (inches down the page vertically).
      d. Position number (inches across the page horizontally).

I. **Defaults** - are automatically in effect until they are changed by the operator.

    a. Margins - side margins = 1", top and bottom margins = 1".
    b. Tabs - set every .5 inch.
    c. Line spacing - single
    d. Wordwrap - on
       This feature enables the program to sense when the cursor approaches the right margin and automatically moves the cursor to the left, one line down. The **ENTER** key needs to be used only for short lines or to end a paragraph.

J. Exiting the program.
  1. Without Saving the document.
    a. Touch F7
    b. Save Document ? (Y/N) appears--touch N
    c. Exit WP (Y/N) appears--touch Y
    d. You should now be at the C:\WP51 prompt
  2. With Saving the Document
    a. Touch F7
    b. Save Document ? (Y/N) appears--touch Y
    c. Name of Document appears--type the name you wish your document to have and touch ENTER
    d. You should now be at the C:\> prompt

K. Naming, Saving and Retrieving Documents
  1. Naming Documents
    a. 1-8 alphanumeric characters for name
    b. 0-3 alphanumeric characters for extension
    c. Period to separate name from extension
    d. No spaces or special characters other than the period.
    e. Each filename must be different
  2. Saving a Document
    a. Without clearing the screen
      1. Touch F10
      2. Type the Name of the document and touch ENTER
    b. With clearing the screen
      1. Touch F7 and respond Y to the prompt Save Document?
      2. Type the name of the document and touch ENTER
      3. Respond N to the prompt Exit WP? (screen is cleared)
  3. Retrieving a Document Previously Saved
    a. If you do not remember the name of the file
      1. Touch F5 and ENTER to get list of files
      2. Use arrow keys to highlight file wanted
      3. Choose 1 retrieve from the menu and document appears on screen

II. CURSOR MOVEMENT, INSERTING AND DELETING

A. Cursor movement
  [illegible] one line at a time-directional arrow

keys (up, down, right, left)
2. Word right - CTRL RIGHT ARROW
3. Word left - CTRL LEFT ARROW
4. To end of line - CTRL END
5. By screen - HOME then up or down arrow
6. By page - page up or page down
7. Beginning of document - home, home, up arrow
8. To specific page - CTRL HOME, then type the page number you want

B. Inserting Text
1. Place cursor where text is to be inserted and type

C. Deleting Text
1. Character - backspace or delete key
2. Word - CTRL + BACKSPACE
3. Line - CTRL + END
4. Several lines - touch ESC, type the number of lines you want deleted, touch CTRL + PAGE DOWN, respond Y to the Delete Remainder of Page prompt

D. Splitting and Merging Paragraphs
1. Splitting - locate cursor where you want the new paragraph to begin; touch ENTER twice
2. Merging - place cursor two spaces after the period in the first paragraph you want to merge; delete until the second paragraph moves up

E. Printing the Document on screen
1. Touch SHIFT + F7
2. Choose 1

III. CHARACTER FORMATTING

A. Underlining
1. Touch F8 to turn underlining on
2. Key in text to be underlined
3. Touch F8 to turn underlining off

B. Boldfacing
1. Touch F6 to turn boldfacing on
2. Key in text to be boldfaced
3. Touch F6 to turn boldfacing off

C. Centering
1. Touch SHIFT + F6
2. Key in text to be centered
3. Touch ENTER

D. All Caps
1. Touch CAPS LOCK key
2. Key in text
3. Touch ENTER

E. Change existing text
1. Touch F12
2. Use arrow keys to highlight text [illegible]

BEST COPY AVAILABLE

3. Choose change desired by touching function key

F. Change to upper or lower case
   1. Touch F12
   2. Use arrow keys to highlight text
   3. Choose upper or lowercase

IV. LINE FORMATTING

A. Function keys
   1. Function key alone - black
   2. ALT + Function key - blue
   3. SHIFT + Function key - green
   4. CTRL + Function key - red

B. Format Command - SHIFT + F8
   1. line
   2. page
   3. document
   4. other

C. Margins
   1. SHIFT + F8
   2. Choose 1 Line
   3. Choose 7 Margins
   4. Type the new margin settings
   5. Touch F7 to get back to the typing screen

D. Reveal Codes
   1. ALT + F3 or F11
   2. Cursor in lower screen is box shaped

E. Margin Indents
   1. Indent from left margin - F4
   2. Indent from both right and left margins - SHIFT + F4

F. Right Justification
   1. Is on by default
   2. To turn off
      a. SHIFT F8, 1, 3
      b. Choose 1 Left
      c. Touch F7 twice

G. Line Spacing
   1. Is automatically set at single
   2. To change:
      a. SHIFT F8, 1
      b. Choose 6, type in spacing desired
      c. Touch F7 twice

V. TABS

A. Setting
   1. Shift F8
   2. Choose 1 Line and 8 Tabs
   3. Select T (for type) at the prompt answer 1 Absolute

4. Type the tab setting and touch ENTER

B. Deleting
  1. Clear all tabs - move cursor to beginning, touch CTRL + END
  2. Or, reveal codes and delete settings

UNIT 1 - PERFORMANCE MASTERY

VI. SPELLER/THESAURUS

A. Definition
  1. Spell checks documents
  2. Contains 120,000 words
  3. Checks a word, a page, or a document

B. Speller Cannot
  1. Check proper names
  2. Identify words spelled correctly but used incorrectly - ex., their for there, sea for see, cease for crease, etc.

C. To use Spell Check
  1. Touch CTRL + F2
  2. Choose 3 (Document)
  3. Respond to prompts

D. To Use Thesaurus
  1. Touch ALT + F1
  2. Choose 1 (replace words) if desired
  3. Choose corresponding letter of your choice

VII. PAGE FORMATTING

A. Page Break
  1. Automatically inserted after 54 lines (9")-shown as single line of hyphens
  2. Inserted page break (anywhere in document)
    a. CTRL + ENTER
    b. Shows as double line of hyphens

B. Top and Bottom Margins
  1. Automatically set at 1"
  2. To change:
    a. SHIFT + F8, 2 (PAGE)
    b. Choose 5 and key in new setting

C. Center a Page Vertically
  1. Key in document
  2. Move cursor to beginning of document (HOME, HOME, PAGE UP)
  3. Touch SHIFT + F8, 2, 1

VIII. BLOCK OPERATIONS [illegible]

A. Move, Copy, or Delete a Block of Text
   1. Touch ALT + F4 or F12
   2. Use arrow keys to highlight
   3. Touch CTRL F4
   4. Choose 1 BLOCK
   5. Choose: 1 MOVE; 2 COPY; 3 DELETE

B. Block Existing Text
   1. Touch ALT + F4 or F12
   2. Use arrow keys to highlight existing text
   3. Choose desired print feature

IX. PRINTING OPTIONS

A. Print Menu (printing control)
   1. Full document
   2. Page
   3. Document on disk
   4. Control printer
      a. Status of job
      b. Job number
      c. Used to cancel, rush, display, or start or stop printer
   5. Multiple pages
   6. View document
   7. Initialize printer

B. Additional Options
   1. Select printer
   2. Binding offset
   3. Number of copies
   4. Multiple copies generated
   5. Graphics quality
   6. Text quality

UNIT 2 - PERFORMANCE MASTERY

X. PAGE NUMBERING

A. To Insert Page Numbers
   1. Touch SHIFT + F8, 2, 6, 4
   2. Look at visual display and choose the number of the style you desire
   3. Touch F7

B. To View a Document
   1. Retrieve the document
   2. Touch SHIFT F7
   3. Choose 6 (View Document)
   4. Choose to see document at 100%, 200%, full page, or facing pages

XI: STANDARDIZED TEXT/WINDOWS

A. To Save as a Separate Document

1. Create in normal manner
2. Save with F7 and name document

B. To Save Text Within a Document
   1. Touch F12
   2. Use arrows to highlight desired text
   3. Choose F7 and name document

C. To Retrieve Standardized Text
   1. Touch SHIFT F10
   2. Choose filename

COURSE OUTLINE FOR COMMUNICATING WITH SPREADSHEETS I

The course objective is to provide a comprehensive knowledge of the fundamentals of spreadsheet applications which can be directly applied to a working environment. The student is taken through step by step instructions on building a basic spreadsheet, enhancing it as the course progresses. The emphasis is not only on the tasks required, but also on why they are necessary. Demonstrating problems and how to correct them results in a better understanding of how a spreadsheet is formulated. At the conclusion of the course, the student should have a good foundation on which to build advanced spreadsheet concepts.

COURSE OUTLINE FOR COMMUNICATING WITH SPREADSHEETS II

The objective of this course is to build on basic spreadsheet skills and understanding with advanced concepts and techniques. A basic spreadsheet is enhanced as the course progresses, utilizing a step by step approach, resulting in a larger and more complex spreadsheet. An individual spreadsheet project is developed by each student during the course, which is applicable to his or her own work environment. At the completion of the course, the student should have a good understanding and working knowledge of spreadsheet concepts and be able to create spreadsheets utilizing all the skills acquired.

COMMUNICATING WITH SPREADSHEETS

- I. Introduction to Computers
  - A. Microcomputer Equipment
    - 1. Hardware
      - a. CPU
      - b. Input/Output Devices
      - c. Storage Devices
    - 2. Software
      - a. Application Software
      - b. System Software
  - B. Disk Operating System (DOS)
    - 1. Control of Input/Output Operations
    - 2. Interpret and Execute the DOS Commands
    - 3. Manage the Disk Files
    - 4. System Configuration
  - C. Important DOS Commands
    - 1. Directory Command
    - 2. Diskcopy Command
    - 3. Formatting
    - 4. Copy Command
    - 5. CLS Command
    - 6. Creating a Subdirectory
    - 7. Changing Directories
    - 8. CHKDSK Command
- II. Booting the Computer
  - A. Turn on power switch (under right front of monitor)
  - B. Check date and time for correctness
    - 1. If incorrect, correct
  - C. See system prompt `C:\>`
  - D. At this point , load your program
- III. Loading LOTUS
  - A. Change directory by typing `CD \123` and pressing ENTER
  - B. Load program by typing `123` and pressing ENTER
- IV. Essentials of Lotus 123 Release 2.2
  - A. Chapter 1 - Chapter 7
    - 1. Excercises, problems and projects

COURSE OUTLINE FOR COMMUNICATING WITH COMPUTERS

This course is directed towards people with little or no computer knowledge. It utilizes a step by step, hands on approach to assist a user in acquiring a comfortable level of computer literacy. Instructions include a history of computer development, an overview of microcomputer hardware, basic skills in DOS(the Disk Operating System), and an introduction to a variety of software applications, e.g., spreadsheets, word processors, databases, desktop publishing, graphics, and communications. At the conclusion of the course, students should have a good foundation in computer operations and an understanding of how to utilize this knowledge in their specific work environments.

COMMUNICATING WITH COMPUTERS

- I. History and Social Impact of Computers
- II. Introduction to Computers
  - A. Microcomputer Equipment
    - 1. Hardware
      - a. CPU
      - b. Input/Output Devices
      - c. Storage Devices
    - 2. Software
      - a. Application Software
      - b. System Software
  - B. Disk Operating System (DOS)
    - 1. Control of Input/Output Operations
    - 2. Interpret and Execute the DOS Commands
    - 3. Manage the Disk Files
    - 4. System Configuration
  - C. Important DOS Commands
    - 1. Directory Command
    - 2. Diskcopy Command
    - 3. Formatting
    - 4. Copy Command
    - 5. CLS Command
    - 6. Creating a Subdirectory
    - 7. Changing Directories
    - 8. CHKDSK Command
- III. Booting the Computer
  - A. Booting the computer
    - 1. Turn on the power switch
      - a. For **Tandy** machines, there are two switches, both are on the front. First, turn on the Display Unit. Then, after a few seconds, turn on CPU.
      - b. For model IBM PS/2 25 computers, on/off switch is on right front of monitor.
    - 2. After the computer boots up:
      - a. The **Tandy** computers will come up in **Windows**. Use the **mouse** to select **File**, then **Exit Windows**, then O.K. to exit **Windows**.
      - b. The **IBM** computers will prompt for the date. Key in the date as shown in parentheses, and press the ENTER key. A prompt will appear for the time. Key the time in using military (24 hour) time.

3. A system prompt should now appear: C:\>
   At this point you may insert you data diskette.
   a. Turn on power switch
      (under right front of monitor)

   b. Check date and time for correctness
      1. If incorrect, correct

   c. See system prompt C:\>

   d. At this point , load your program

IV. Spreadsheets

V. Word Processors

VI. Database Programs

VII. Graphics Programs

VIII. Desktop Publishing

IX. Communications Programs

X. Integrated Software

XI. Other

HISTORY AND SOCIAL IMPACT OF COMPUTING

Computers, as we know them today, began in early 1940 with the **ABC Computer**. John V. Atanasoff, a mathematics professor at Iowa State College, needed a device to perform mathematical operations for students. None of the mechanical devices which existed at the time met his needs. So he and an assistant, Clifford E. Berry, designed a machine and named it the **Atanasoff-Berry-Computer**, or the ABC Computer.

This design influenced the design of the **ENIAC (Electronic Numerical Integrator and Computer)**, the first large-scale computer ever built. It was designed by John W. Mauchley and J. Presper Eckert,Jr. of the University of Pennsylvania to meet the U.S. Army's need for a machine to compute artillery trajectories. It weighed 30 tons and required the floor space of a house. 18,000 vacuum tubes that resemble slim light bulbs in size and shape registered the on and off electronic pulses that are the essence of digital computing.

In the 1950's computer technology began to improve. The **UNIVAC I**, was the first computer devoted to nonmilitary work. It was first used in the 1950 census. It was also used in the 1952 presidential campaign to predict the outcome, which it did, correctly. This began the first widespread public recognition of computers.
During this time, **IBM**, which made punched card machines, lost some business because of UNIVAC. The company soon turned around to become the dominant force in the computer industry.

By 1960, IBM produced business computers that had **transistors**, instead of vacuum tubes, for its controlling circuitry. It marked the emergence of a **second- generation** of computers that were faster, smaller, more reliable, and less expensive than **first-generation** vacuum tube computers.
The transistor was invented in 1947 by three scientists at Bell Laboratories, but it took some time to understand its mathematical physics.

Dr. John Von Neumann wrote programs in **machine language**, the **program language** that computer hardware understood. Programming languages began to develop like **FORTRAN (Formula Translation)** and **COBOL (Common Business Oriented Language)**.

By 1960 a number of computer companies began to introduce smaller computers. **Digital Equipment Corporation (DEK)** opened the minicomputer market with the **DEC PDP-8**, the first successful **minicomputer**.

The **System 360**, launched by **IBM** in 1964, began the **third generation** of computing. It used **integrated circuit technology**, which is still used today. On and off circuit elements are first etched and then burned into a **silicon chip**.

The System 360 used a **batch processing system**, which meant that users left jobs for processing and then returned later to pick them up. To prevent users from having to wait for processing, **time sharing software** was developed which permitted people to interact with a computer with terminals during its program processing. This interactive method of computer use dominates today.

The interactive **BASIC (Beginners All-purpose Symbolic Instruction Code)** program language was also created to allow nontechnical people to program the computer.

By late 1960 software companies began to develop, providing a wide selection of software.

The early **integrated circuits** had as few as 22 circuits on a chip. By 1970, IBM introduced the **System 370**, that contained over 15,000 circuit elements on a single chip, the beginning of the **fourth generation** of computer systems.

Intel Corp introduced its first **microprocessor chip**, containing all the major logic circuitry on one chip. These chips cost just a few dollars today and are found in such things as toys, appliances, cars, and satellites.

The **Altair**, the first commercial **microcomputer**, appeared in 1974. It was a mail order kit. **Apple Computer**, **Radio Shack**, and **Commodore** sold completely assembled microcomputers by 1977, called **personal computers**.

The **Apple Computer** was invented by two entrepreneurs, Steve Jobs and Steve Wozniak. The first apples were assembled in a garage.

The microcomputer began to attract business users after the creation of the first spreadsheet program, **VisiCalc**, in 1979.
The **IBM Personal Computer** eclipsed all others in the early 1980s. Today there are many brands of personal computers, but most remain compatible with standards set by IBM.

Apple introduced the **Macintosh** microcomputer in the mid 1980s. It had many novel features, such as **Windows**, **Mouse** pointer, and visual interface using **icons** instead of commands.

By the mid-1980s, the microcomputer had eclipsed the mainframe and minicomputer in market dominance. Hardware was also being eclipsed by software dominance.

Mitch Kapor wrote **Lotus 123**, the spreadsheet program that succeeded VisiCalc. At the age of 23, Bill Gates, of **Microsoft Corporation**, was responsible for **DOS** the operating system used in almost every IBM personal computer sold. At the age of 35, he heads his own billion dollar company.

Computers are an intregal part of society. They are used in industry, health care, by handicapped people, and in the home, community, education. research, entertainment, sports, music, and the arts.

In a computer-based economy, workers are no longer bound to the traditional office. Homebound workers telecommute to the office through their computers.

Unfortunately with the increased popularity of computers come the increase in computer crime. Computer criminals embezzle electronically, steal information, commit industrial espionage, steal software, and create viruses which can destroy a computer's operating system or damage its data or programs. Federal and state laws are emerging to deal with computer crime, and they are getting increasingly severe.

The future of computers is bright indeed. Future computer hardware and software are expected to amplify human knowledge and thought processes.

COMMUNICATING WITH DATABASES USING RBASE

This course is designed to give the student an understanding of databases and how they function in a business environment. Upon completion of this course, a student should be able to design, create, edit, and manipulate the information in a database.

I. Introduction to Computers

  A. Microcomputer Equipment
    1. Hardware
    2. Software

  B. Disk Operating System (DOS)

II. Booting the Computer

  A. Turn on power switch
    (under right front of monitor)

  B. Check date and time for correctness
    1. If incorrect, correct

  C. See system prompt **C:\>**

  D. At this point, load your program

III. Loading **RBASE**

  A. Change directory by typing **CD \RBFILES**
    and pressing **ENTER**

  B. Load program by typing **RBASE**
    and pressing **ENTER**

IV. Using RBASE 3.1
  Text - **RBASE 3.1** ***Relational Database Concepts in Practice***

  A. Chapter 1 - Chapter 13
    1. Exercises, problems and projects

APPENDIX G

HURON ST. CLAIR™
A MASCO INDUSTRIES COMPANY

June 24, 1992

Mrs. Mitzi Holyfield
Program Director
Human Resource Development Project
c/o Ramada Inn - Duffield
Intersection 23-58 and 421
Duffield, VA 24244

Dear Mitzi:

Total reward may be defined as a business organization improving itself while at the same time watching the community develop its talents to best serve that particular company. A good friend of mine that I have acquired since moving to Southwest Virginia uses the expression "What goes around comes around". I am sure that the meaning of this expression wasn't meant to describe the Human Resource Development Project, but it can. As news of, and use of the services available goes around the community what will come around is a highly capable and available work force for the communities existing business and hopefully a resource that cannot be turned down by businesses that may be interested in moving into our area.

On a more personal note, the project is helping us develop our employees talents in areas of immediate concern for the company and also addressing a wide variety of individual interests. Some of the results of the classes we have been conducting from the start of this year have been:

- A renewed interest in self-improvement. This is evidenced by the number of people (greater than 10% of our work force) that showed interest in continuing education during our plant meeting.

- Less resistance from our union in the areas of Employee Involvement and Training.

- I have always said that the work ethic in Southwest Virginia is the best I have ever seen. Although I don't believe the recent training has changed the work ethic, I have noticed a change in attitude and more of an acceptance to change.

I was fortunate enough to go through the first training program myself It was a pleasure to see two professionals (Connie and Brenda) conduct the training. The three (3) day program was informative, interesting, and upbeat and we all felt much was accomplished.

P.O. Box 387 Lenowisco Industrial Park Duffield, VA 24244 (703) 431-2641 Fax (703) 431-2507
Norris Trim Unit

I cannot overemphasize how important I feel this project will eventually be for Norris Trim and our community. As you may be aware, our business has been experiencing a declining market over the last several years. The result of this loss has been a significant reduction in our work force and an unstable future. Our local union has indicated they plan on writing our Division President telling him that if there is other available work in the system that the employees at Duffield can do it. They also will indicate that if the work in question has a technology we currently do not possess; through use of the Human Resource Development Project we will work toward acquiring that knowledge. Whether or not any of the above is attainable, I do not know at this time, but it certainly created an option that once was not available.

I feel that by business becoming a partner with education the needs of the community will best be served. I feel the Human Resource Development Project will keep current and hopefully attract new businesses into the community. By use of this project we are developing a skilled and trained work force that hopefully will not go unutilized.

I would once again like to thank the State of Virginia and all those involved in this project for having the foresight and ambition to develop a project that should reward everyone involved.

Sincerely,

Ken Decker

Ken Decker
Employee Relations Manager
Norris Trim

KD/fc

JOY TECHNOLOGIES INC.
Mining Machinery Division

P. O. Box 256
Duffield, VA 24244
Phone: (703) 431-2821

June 22, 1992

Mitzi Holyfield
c/o Mountain Empire Community College
Human Resource Development Project
Big Stone Gap, VA 24219

Dear Ms. Holyfield:

The purpose of this letter is to express JOY Technologies' support for the Human Resource Development Project at Mountain Empire Community College.

Currently, approximately thirty JOY employees are actively participating in the program. Feedback from these employees indicates that the quality of instruction is excellent and that course content is relevant.

JOY Technologies will continue to be an active supporter of the project and Mountain Empire Community College.

Sincerely,

JOY TECHNOLOGIES INC.

Allen Dougherty

Allen Dougherty
Human Resource Manager
Southern Region
Mine Machinery Group

AD/ps

WORKPLACE LITERACY PROJECT
EVALUATION

---

1. SIGNIFICANT IMPROVEMENT
2. SOME DIFFERENCE
3. NO IMPROVEMENT

---

1. To what extent were the basic skills level of your employees raised as a result of the training received?
   1---[✓ 2]---3

2. To what extent did the organizational effectiveness and teamwork training benefit your organization?
   1---[✓ 2]---3

3. To what extent did this project provide you with a better prepared applicant pool?
   1---2---[✓ 3]

4. To what extent did this project meet the customized training needs of your organization?
   [✓ 1]---2---3

---

1. HIGH LEVEL
2. MODERATE LEVEL
3. LOW LEVEL

---

1. To what level did your organization support the following:

   A. Assigning a representative to the Advisory Board?
   [✓ 1]---2---3

   B. Participation in the literacy audit to identify training needs of employee?
   1---2---[✓ 3]

   C. Participation in the work and family workshops?
   1---[✓ 2]---3

   D. Promotion of the literacy program in your organization?
   1---2---[✓ 3]

   E. Participate in assessment of the basic skills of employee?
   1---2---[✓ 3]

   F. Provide support for the employees needing training?
   [✓ 1]---2---3

PLEASE FEEL FREE TO OFFER ANY COMMENTS OR SUGGESTIONS (USE BACK OF FORM).

WORKPLACE LITERACY PROJECT
EVALUATION

---

1. SIGNIFICANT IMPROVEMENT
2. SOME DIFFERENCE
3. NO IMPROVEMENT

---

1. To what extent were the basic skills level of your employees raised as a result of the training received?
   1--[✓ 2]--3

2. To what extent did the organizational effectiveness and teamwork training benefit your organization?
   [✓ 1]--2---3

3. To what extent did this project provide you with a better prepared applicant pool?
   1--[✓ 2]--3

4. To what extent did this project meet the customized training needs of your organization?
   [✓ 1]--2---3

---

1. HIGH LEVEL
2. MODERATE LEVEL
3. LOW LEVEL

---

1. To what level did your organization support the following:

   A. Assigning a representative to the Advisory Board?
   [✓ 1]--2---3

   B. Participation in the literacy audit to identify training needs of employee?
   1--[✓ 2]--3

   C. Participation in the work and family workshops?
   [✓ 1]--2---3

   D. Promotion of the literacy program in your organization?
   1--[✓ 2]--3

   E. Participate in assessment of the basic skills of employee?
   1--[✓ 2]--3

   F. Provide support for the employees needing training?
   [✓ 1]--2---3

PLEASE FEEL FREE TO OFFER ANY COMMENTS OR SUGGESTIONS (USE BACK OF FORM).

WORKPLACE LITERACY PROJECT
EVALUATION

1. SIGNIFICANT IMPROVEMENT
2. SOME DIFFERENCE
3. NO IMPROVEMENT

1. To what extent were the basic skills level of your employees raised as a result of the training received?
   [✓ 1]---2---3

2. To what extent did the organizational effectiveness and teamwork training benefit your organization?
   1---[✓ 2]---3

3. To what extent did this project provide you with a better prepared applicant pool?
   1---[✓ 2]---3

4. To what extent did this project meet the customized training needs of your organization?
   [✓ 1]---2---3

1. HIGH LEVEL
2. MODERATE LEVEL
3. LOW LEVEL

1. To what level did your organization support the following:

   A. Assigning a representative to the Advisory Board?
   1---[✓ 2]---3

   B. Participation in the literacy audit to identify training needs of employee?
   1---2---3

   C. Participation in the work and family workshops?
   1---[✓ 2]---3

   D. Promotion of the literacy program in your organization?
   1---2---[✓ 3]

   E. Participate in assessment of the basic skills of employee?
   1---2---[✓ 3]

   F. Provide support for the employees needing training?
   [✓ 1]---2---3

PLEASE FEEL FREE TO OFFER ANY COMMENTS OR SUGGESTIONS (USE BACK OF FORM).

WORKPLACE LITERACY PROJECT
EVALUATION

1. SIGNIFICANT IMPROVEMENT
2. SOME DIFFERENCE
3. NO IMPROVEMENT

1. To what extent were the basic skills level of your employees raised as a result of the training received?
   [✓ 1]---2---3

2. To what extent did the organizational effectiveness and teamwork training benefit your organization?
   [✓ 1]---2---3

3. To what extent did this project provide you with a better prepared applicant pool?
   1---2---3

4. To what extent did this project meet the customized training needs of your organization?
   [✓ 1]---2---3

1. HIGH LEVEL
2. MODERATE LEVEL
3. LOW LEVEL

1. To what level did your organization support the following:

   A. Assigning a representative to the Advisory Board?
      [✓ 1]---2---3

   B. Participation in the literacy audit to identify training needs of employee?
      [✓ 1]---2---3

   C. Participation in the work and family workshops?
      [✓ 1]---2---3

   D. Promotion of the literacy program in your organization?
      [✓ 1]---2---3

   E. Participate in assessment of the basic skills of employee?
      [✓ 1]---2---3

   F. Provide support for the employees needing training?
      [✓ 1]---2---3

PLEASE FEEL FREE TO OFFER ANY COMMENTS OR SUGGESTIONS (USE BACK OF FORM).

APPENDIX D

[illegible]

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL 2=MODERATE LEVEL 3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

   [✓ 1]---------2--------3

2. To what extent has this project reduced the duplication of educational services?

   1---------[✓ 2]--------3

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

   [✓ 1]---------2--------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

   [✓ 1]---------2--------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

   1---------[✓ 2]-------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

   [✓ 1]---------2-------3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

   1---------2-------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

   1---------2-------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

   1---------2-------3

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL 2=MODERATE LEVEL 3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

[✓ 1]---------2--------3

2. To what extent has this project reduced the duplication of educational services?

1---------2--------3

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

[✓ 1]---------2--------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

[✓ 1]---------2--------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

1---------[✓ 2]-------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

1---------2-------3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

1---------[✓ 2]-------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

1---------[✓ 2]-------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

[✓ 1]---------2-------3

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL   2=MODERATE LEVEL   3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

   [✓ 1]---------2---------3

2. To what extent has this project reduced the duplication of educational services?

   1---------[✓ 2]---------3

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

   [✓ 1]---------2---------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

   [✓ 1]---------2---------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

   [✓ 1]---------2--------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

   1---------[✓ 2]--------3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

   1---------2--------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

   1---------2--------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

   [✓ 1]---------2--------3

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL   2=MODERATE LEVEL   3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

1--------[✓ 2]-------3

2. To what extent has this project reduced the duplication of educational services?

[✓ 1]--------2--------3

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

1--------[✓ 2]--------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

[✓ 1]--------2--------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

1--------[✓ 2]------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

1--------[✓ 2]-------3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

1--------2------[✓ 3]

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

1--------[✓ 2]-------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

1--------[✓ 2]-------3

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL 2=MODERATE LEVEL 3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

[✓ 1]--------2--------3

2. To what extent has this project reduced the duplication of educational services?

1---------2-------[✓ 3]

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

[✓ 1]--------2--------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

1-------[✓ 2]-------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

1--------[✓ 2]------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

1---------2------[✓ 3]

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

1-------[✓ 2]------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

1--------[✓ 2]------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

[✓ 1]--------2-------3

ADVISORY BOARD

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL 2=MODERATE LEVEL 3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

   1--------[✓ 2]-------3

2. To what extent has this project reduced the duplication of educational services?

   1---------2-------[✓ 3]

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

   1--------[✓ 2]-------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

   1--------[✓ 2]-------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

   [✓ 1]--------2-------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

   1--------[✓ 2]------3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

   1--------[✓ 2]------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

   1--------[✓ 2]------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

   [✓ 1]--------2-------3

EVALUATION
WORKPLACE LITERACY PROJECT

1=HIGHEST LEVEL 2=MODERATE LEVEL 3=LOWEST LEVEL

1. To what extent has this project brought together organizations which provide educational training and services to address workplace literacy needs?

1----✓----2--------3

2. To what extent has this project reduced the duplication of educational services?

1---✓-----2--------3

3. To what extent has this project provided a comprehensive education delivery system to adult learners in the workplace?

1-----✓---2--------3

4. How effective was the workplace literacy audit in identifying job-specific basic skills needs of employees?

1----✓----2--------3

5. How effective was the workplace literacy audit in identifying increased skills requirements of the changing workplace?

1----✓----2-------3

6. How effective was the workplace audit in assessing the literacy levels of the employees in each workplace to identify inadequacies for job productivity or career advancement when matched against literacy needs in the workplace?

1---------2--✓-----3

7. How effective was the workplace audit in helping to identify the training needs of those seeking new employment in order to prepare them with skills needed in the workplace?

1----✓----2-------3

8. Overall, how successful do you feel the project was in raising the basic skills level in the targeted workplaces?

1----✓----2-------3

9. Overall, how successful do you feel the project was in training employees in organizational effectiveness and teamwork skills?

1----✓----2-------3

ORG. EFFECTIVENESS & TEAMWORK SKILLS
(QUALITY TRAINING)

SUPERVISOR RATING OF PARTICIPANTS

Allan R Poole II
Supervisor's Signature

8-7-92
Today's Date

RALPH TOMLINSON
Name of employee you are rating

ID # of employee you are rating

PVRC's Quality Training program has not been in force long enough nor utilized enough to effectively answer these questions at this time.

In your opinion, now that the course(s) has been completed, how would you rate its effects on this participant that you supervise? Circle the number that shows how you feel.

JOB ATTITUDE:

5	4	3	2	1
Greatly improved	Somewhat improved	The same	Somewhat worse	Much worse

Please give an example:____________________________________

QUANTITY OF WORK: (Program hours missed not included)

5	4	3	2	1
Increased above 100%	Increased some	Stayed the same	Decreased some	Decreased a lot

QUALITY OF WORK:

5	4	3	2	1
Very high accuracy	High accuracy	Meets requirements	Some errors	Many errors

ATTENDANCE: (Other than program hours)

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	Somewhat worse	Much worse

JOB KNOWLEDGE:

5	4	3	2	1
Works independently	Needs less supervision than before	Stayed the same	Needs more supervision than before	Needs constant supervision

- Has the employee asked about other job positions or announcements since the program?________
  If yes, what?____________________________________
- With all other things being equal, on the next status report would you recommend a pay increase for this employee after the program?____________
- With all other things being equal, would you recommend this employee for a company job advancement after the program?____________

SUPERVISOR RATING OF PARTICIPANTS

Supervisor's Signature ______________________

Today's Date ______________________

Name of employee you are rating ______________________

ID # of employee you are rating ______________________

In your opinion, now that the course(s) has been completed, how would you rate its effects on this participant that you supervise? Circle the number that shows how you feel.

JOB ATTITUDE:

5	4	3	2	1
Greatly improved	Somewhat improved	The same	Somewhat worse	Much worse

Please give an example: ______________________

QUANTITY OF WORK: (Program hours missed not included)

5	4	3	2	1
Increased above 100%	Increased some	Stayed the same	Decreased some	Decreased a lot

QUALITY OF WORK:

5	4	3	2	1
Very high accuracy	High accuracy	Meets requirements	Some errors	Many errors

ATTENDANCE: (Other than program hours)

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	Somewhat worse	Much worse

JOB KNOWLEDGE:

5	4	3	2	1
Works independently	Needs less supervision than before	Stayed the same	Needs more supervision than before	Needs constant supervision

- Has the employee asked about other job positions or announcements since the program? ________
  If yes, what? ______________________
- With all other things being equal, on the next status report would you recommend a pay increase for this employee after the program? ____________
- With all other things being equal, would you recommend this employee for a company job advancement after the program? ____________

SUPERVISOR'S EVALUATION OF PROGRAM EFFECTS ON THEIR DEPARTMENTS

IMP. MOSTLY IN SPREADSHEETS

Supervisor's Name:________________________________
Today's Date:______________________________

* How many employees in your department participated in the program?____________

* In your opinion, what effect did the participation of employees from your department have on each of the areas below? Circle the answer in each category that shows how you feel:

PRODUCTION:

5 |	4 𝍸	3 𝍸	2	1
Greatly increased	Somewhat increased	Stayed the same	Somewhat decreased	Greatly decreased

QUALITY:

5 |	4 𝍸	3 𝍸	2	1
Greatly improved	Somewhat improved	Stayed the same	A few more errors	Many more errors

FUTURE PLANS:

Having gone through the program, when new technical equipment or training comes to your department, do you think your employees will be able to handle it?

Better ||||	**The Same** 𝍸 ||	**Worse**

* Of the employees in your department who participated in the program, do you notice any team-building as a result (greater cooperation or problem solving among your employees)?

5 ||	4 |	3 𝍸 ||	2 |	1
A lot	Some	Same as before	Little	None

* Since your employees participated in the program, do you feel that your job as a supervisor has become:

5	4 ||||	3 𝍸 |	2 |	1
Much easier	Somewhat easier	Same as before	Somewhat more difficult	Much more difficult

Give an example:________________________________

* If your company plans to continue to have employees participate in similar programs in the future, what would you recommend to improve the way the program is run?____________

* Based on the effect that the program has had on the employees from your department who participated, would you recommend additional employees to the program? ________ Why or why not? ______________________________

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
PROGRAM EVALUATION

NAME____

DATE__________ COURSE______________________

INSTRUCTOR___________________________________

Has this course helped you achieve any of your personal career goals? Yes___ No___

(yes, in what way? ________________________
____

_____________________ _____________________
Place of Employment Student Signature

(Please complete back of card)

	Poor	Fair	Good	Excellent
1. Information given was useful/appropriate	1	2	3	4
2. Materials used were useful/appropriate	1	2	3	4
3. Presentation/instruction was effective	1	2	3	4
4. Overall rating of the course	1	2	3	4

Comments____________________________________
____

____ Check here if you would be interested in additional programs.

Additional topics of interest__________________
____

POST-PROGRAM PARTICIPANT
Survey Sheet

Directions: Please answer each question below. The information you give will be used to evaluate and help improve the course materials you have used.

I. Background Information:

1. How long have you worked at the company?________________
2. How long have you done this kind of work?________________
3. How long have you worked in your present position? ________
4. What is your job title?________________________________
5. What is your age?____________________________________
6. What is your sex? ____ Male ______ Female

II. Course Information:

7. What can you do now that you couldn't do before taking this course?____

____

____

8. How many classes have you attended so far?
_____ classes.
9. Has this course helped you meet or work toward any of your personal goals?
____ Yes _____ No

(If you checked yes, please answer the next part of the question)

In what way? ____

____

MOUNTAIN EMPIRE COMMUNITY COLLEGE

NON-CREDIT

PROGRAM EVALUATION

COURSE TITLE ____________________ INSTRUCTOR __________________ DATE ________

1. Please rate the overall course according to its value by checking one:

   ( ) Excellent ( ) Good ( ) Fair ( ) Poor

2. Do you believe this course should be

   ( ) More in-depth ( ) More practical ( ) Not changed

3. List areas of the seminar which you felt were particularly beneficial or areas which need to be improved.

   ____

   ____

   ____

4. Would you enroll for another course if the "right one" were offered?

   ( ) Yes ( ) No

5. You may assist the College in selecting future courses for adults by suggesting that the following courses be added:

   ____

   ____

   ____

   ____

   ____

APPENDIX H

FINAL EVALUATION

GROUP INTERVIEW
OCTOBER 15, 1993

NAME	ORGANIZATION	FUNCTION W/LITERACY PRO.
Craig Seaver	Natural Tunnel State Park	Advisory / Student
Myrtle Jessee	Adult Basic Educ.	Interagency/Advisory/Instructor
Ken Decker	Norris Trim	Advisory / Student
Patsy Fritz	Cyprus Foote	Advisory / Student
Ned Gadsby	Cyprus Foote	Advisory/Student
Madge Sheffield	MECC	Project Director
[illegible]	MECC	Project Secretary

BEST COPY AVAILABLE

WORKPLACE LITERACY PROJECT
QUESTIONS FOR GROUP INTERVIEW

1. DO YOU THINK THAT SUPPORT FORM MANAGEMENT AND UNIONS FOR THE WORKPLACE LITERACY BASIC SKILLS TRAINING HAS BEEN STRENGHTHENED THROUGH THE WORKPLACE LITERACY PROGRAM? IF YES, DO YOU SEE THE POSSIBILITY OF ADDITIONAL TRAINING OPPORTUNITIES IN THE FUTURE USING THIS PROJECT AS A MODEL?

2. DID THIS MODEL ALLOW FOR SUFFICIENT INPUT FORM PARTICIPATING ORGANIZATIONS FOR MANAGEMENT TO BUY INTO THE PROGRAM? WHAT STRATEGIES FOR INVOLVEMENT WOULD HAVE STRENGTHENED THE COMMITMENT FROM PARTICIPATING WORKPLACE MANAGEMENT?

3. DID THE NEEDS ASSESSMENT AND THE LITERACY AUDIT PINPOINT THE NEEDS OF THE PARTICIPATING ORGANIZATION?

   IF NOT, HOW COULD YOUR NEEDS BE MORE EFFECTIVELY IDENTIFIED?

4. DID THE TRAINING PROGRAM TARGET THE NEEDS OF YOUR ORGANIZATION?

5. WHAT RESULTS HAVE YOU SEEN FROM THE TRAINING YOU EMPLOYEES RECEIVED?

6. WHAT OBSTACLES ON BARRIERS WERE ENCOUNTERED WHICH IMPACTED ON MEETING THE OBJECTIVES OF THE PROJECT?

7. HAVE THERE BEEN SPIN-OFFS FROM THE PROJECT WHICH WILL BRING TRAINING OPPORTUNITIES TO YOUR ORGANIZATION?

8. HOW DO YOU SEE THIS PARTNERSHIP BETWEEN BUSINESS, INDUSTRY, EDUCATION AND GOVERNMENT CONTINUING?

NORTHEAST STATE
TECHNICAL COMMUNITY COLLEGE
A college with a future... yours!

Sue Ella Boatright, Director
Continuing Education
Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24258

Dear Sue Ella:

In preparation for the summative evaluation, I have reviewed the WORKPLACE LITERACY INITIATIVE IN SOUTHWEST VIRGINIA grant and I am requesting your assistance in planning ahead for the review and evaluation on October 14th and 15th.

I am proposing the following timeline and agenda for the evaluation process:

TIMELINE: Evaluation Review to be held on October 14th and 15th 1993. The written Summative External Evaluation Report will be submitted to the Program Director on or before November 15, 1993 for response or acceptance. If response is requested by grantee, the response will be submitted to evaluator by November 30, 1993 and evaluator will submit final evaluation document to Program Coordinator by December 15, 1993.

AGENDA

OCTOBER 14, 1993

9:00AM-NOON	REVIEW OF REQUESTED DOCUMENTATION, REPORTS, CURRICULAR MATERIALS, FINANCIAL AND PROGRESS REPORTS, ETC.
12:00 NOON-1:30PM	LUNCH WITH PROJECT COORDINATOR AND DIRECTOR OF CONTINUING EDUCATION
2:00PM-3:00PM	INTERVIEW WITH FINANCIAL OFFICER, AMY BARKER

Next to Tri City Airport
P O Box 246
Blountville, Tennessee 37617 0246
615/ 323 3191 or 282 0800
FAX 615/ 323 3083

Northeast State Technical Community College is an institution of the State University and Community College System of Tennessee, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees

OCTOBER 15, 1993

10:00AM-NOON	GROUP INTERVIEW WITH 1)PROJECT DIRECTOR, 2) PROGRAM COORDINATOR, 3) TWO OR THREE MEMBERS OF ADVISORY|INTER AGENCY COUNSEL (SHOULD HAVE REPRESENTATION OF WORKPLACES WHICH ACTIVELY PARTICIPATED IN BASIC LITERACY TRAINING, SPECIFIC JOB TRAINING, COMPUTER TRAINING, AND TEAMWORK TRAINING) AND 4) THREE OR FOUR EMPLOYEE PARTICIPANTS REPRESENTING BASIC SKILLS, JOB SPECIFIC, COMPUTER, AND TEAMWORK TRAINING (I WILL NOT KEEP THESE PEOPLE OUT OF WORK VERY LONG)
AFTERNOON	ASSIMILATION, CLARIFICATION, SUMMATION

As written in the grant, the summative evaluation will primarily be based on quantifiable data. In preparation for the evaluation, I have listed a number of informational items which are basic to the evaluative process and related questions which must be answered. I would suggest, and certainly appreciate, that information to support the following be available for review on the morning of October 14th:

List of companies, businesses, agencies, and unions targeted, with number of employees.

Representation of these targeted workplaces on the advisory board and/or interagency council.

Targeted workplaces which involved their supervisors and managers in the assessment of literacy needs.

Targeted workplaces which participated in the assessment of basic skills of their employees.

Number of employees at each site which were identified as needing basic skills training in one or more areas.

Of these showing need for basic skills training, how many were enrolled in classes? Show the number at each site and the training program they were involved in.

Documentation of the skills levels of participants before and after training for each type of training offered. Did the participants benefit? How was this progress measured (pre and post evaluation design)? Are the participating workplaces recognizing this achievement of participating employees? If yes, how?

Statements from participating workplaces as to the success of the program. How has participation benefitted these organizations?

List of targeted workplaces which provided on-site training.

Which targeted workplaces offered support in terms of release time for employee participation, other incentives for participation?

As a demonstration project, how has this project served as a model for the region? What efforts have been made to disseminate the results of the project? Future plans?

The following specific documents as referred to in the grant are requested for review:

Course documents (syllabi, outlines, etc.) for each
   training program offered
Minutes of meetings of Interagency Council
Minutes of meetings of Advisory Board
Monthly formative reports and final summative report
   of Project Director
Financial Reports and budget as funded
Copy of THE BOTTOM LINE: BASIC SKILLS IN THE WORKPLACE
Copy of the assessment instruments used to identity needs
and placement of participants-literacy audit, specific
   skills audit, other instruments
Copy of evaluation instruments used to assess achievement
Partner's Agreement Forms
Examples of IEPs
Quarterly financial and progress reports, status reports
Resumes of key personnel
Data of learner results
Other data, materials, documents, etc. which the Project
   coordinator deems significant

Please call me if you have questions or concerns related to this plan and request for documentation. I looking forward to working with you and having the opportunity to see first hand the results of your Workplace Literacy Project.

Sincerely,

Linda

Linda H. Burkett, Ed.D
Dean of Extended Services

P.01

TRANSACTION REPORT

OCT-06-93 WED 10:09

DATE	START	RECEIVER	TX TIME	PAGES	TYPE	NOTE	M#
OCT-06	10:07	17034312626	1'54"	4	SEND	OK	

APPENDIX I

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725
$260,102.00

2. No. Served at Each Site to Date:

Norris Trim 22 Penn Va 40
Ramada Inn 1 Joy Tech 0
*Cypress Foote Mineral 7
Buster Brown 0

3. Total No. Served: 70

4. Fed. Funds Obligated:

5. Matching Funds/In-Kind: $69,804.40

6. Value Release Time: $9640.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 3
Job Specific & Communication Skills 23
Organizational Effectiveness &Teamwork Skills 63

8. Contact Hours Provided: 81
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 36-50

2. Sex: No. Males 35 No. Females 35

3. Race/Ethnicity: No. who are:
White 70 Am. Indian/Alaska Native 0
Black 0 Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 20

5. No. Limited English Proficient: 0

6. Outcomes Participants	No. Participants
a. Tested higher on basic skills	pending
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7. Years with the company	No.
0-5	21
6-10	19
11-15	29
16-over	1

* Cyprus Foote Mineral is a new partner in this project. They were not among the partnership at the beginning of the project.

COMMENTS: We are currently in the process of developing additional customized courses for Joy Technologies, Norris Trim, Penn VA Resources Corporation, Cyprus Foote Mineral, and

Ramada Inn.

Note: All figures are based on data compiled from May 1991 through February 1992.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

*Norris Trim 66 Penn Va 76
Ramada Inn 30 Joy Tech 33
Cyprus Foote Mineral 46
Buster Brown 0 Cumberland Glove 2

3. Total No. Served: 253

4. Fed. Funds Obligate$260,102.00

5. Matching Funds/In-Kind: $97,726.00

6. Value Release Time: $353,350

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 21
Job Specific & Communication Skills 133
Organizational Effectiveness & Teamwork Skills 329

8. Contact Hours Provided: 474
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 26-35

2. Sex: No. Males 128 No. Females 118

3. Race/Ethnicity: No. who are:
White 246 Am. Indian/Alaska Native 0
Black 0 Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 68

5. No. Limited English Proficient: 0

6. Outcomes

Outcomes	No. Participants
a. Tested higher on basic skills	pending[1]
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7. Years with the company

Years with the company	No. Participants
0-5	88
6-10	57
11-15	90
16-over	11

[1] One student has recently completed the Basic Skills training by testing higher on Basic Skills levels.

*Cyprus Foote Mineral is a new partner in this project. They were not among the partnership at the beginning of the project. They had 34 employees who participated in Team Building sessions - those 34 included in the totals for Part I: Program Parameters, but are not included under Part II: Participation Data because this type of information for these participants was unavailable.

COMMENTS: We are currently in the process of developing additional customized courses for Norris Trim and Penn Virginia Resources Corporation.

NOTE: All figures are based on data compiled from May 1991 through April 1992.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

Norris Trim 66
Penn Va 85
Ramada Inn 30
Joy Tech 33
Cyprus Foote Mineral 46
Buster Brown 0
Cumberland Glove 2

3. Total No. Served: 262

4. Fed. Funds Obligate $260,102.00

5. Matching Funds/In-Kind: $97,726.00

6. Value Release Time: $281,280.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 24
Job Specific & Communication Skills 147
Organizational Effectiveness & Teamwork Skills 344

8. Contact Hours Provided: 590
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 26-35

2. Sex: No. Males 135 No. Females 127

3. Race/Ethnicity: No. who are:

White 262
Am. Indian/Alaska Native 0
Black 0
Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 69

5. No. Limited English Proficient: 0

6.

Outcomes	No. Participants
a. Tested higher on basic skills	pending[1]
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7.

Years with the company	No. Participants
0-5	91
6-10	60
11-15	99
16-over	12

[1] Two students have recently completed the Basic Skills training by testing higher on Basic Skills levels.

COMMENTS: We are currently in the process of developing additional customized courses for Norris Trim and Penn Virginia Resources Corporation.

NOTE: All figures are based on data compiled from May 1991 through August 1992.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

Norris Trim 69
Penn Va 85
Ramada Inn 30
Joy Tech 33
Cyprus Foote Mineral 51
Buster Brown 12
Cumberland Glove 2
Natural Tunnel State Park 5

3. Total No. Served: 287

4. Fed. Funds Obligate $260,102.00

5. Matching Funds/In-Kind: $97,726.00

6. Value Release Time: $289,780.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 32
Job Specific & Communication Skills 158
Organizational Effectiveness & Teamwork Skills 356

8. Contact Hours Provided: 725
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 26-35

2. Sex: No. Males 143 No. Females 144

3. Race/Ethnicity: No. who are:

White 287
Am. Indian/Alaska Native 0
Black 0
Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 76

5. No. Limited English Proficient: 0

6.

Outcomes	No. Participants
a. Tested higher on basic skills	pending[1]
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7.

Years with the company	No. Participants
0-5	107
6-10	61
11-15	107
16-over	12

[1] Two students have recently completed the Basic Skills training by testing higher on Basic Skills levels.

COMMENTS: We are currently in the process of developing additional customized courses for Norris Trim and Penn Virginia Resources Corporation.

NOTE: All figures are based on data compiled from May 1991 through October 1992.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

Norris Trim 69	Penn Va 85
Ramada Inn 30	Joy Tech 33
Cyprus Foote Mineral 51	
Buster Brown 13	Cumberland Glove 2
Natural Tunnel State Park 5	
Ridgecrest Manor 1	

3. Total No. Served: 289

4. Fed. Funds Obligate $260,102.00

5. Matching Funds/In-Kind: $97,726.00

6. Value Release Time: $290,020.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 33
Job Specific & Communication Skills 158
Organizational Effectiveness & Teamwork Skills 362

8. Contact Hours Provided: 789
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 36-50

2. Sex: No. Males 143 No. Females 146

3. Race/Ethnicity: No. who are:

White 289	Am. Indian/Alaska Native 0
Black 0	Asian/Pacific Islander 0
Hispanic 0	

4. No. Single Head of Household: 76

5. No. Limited English Proficient: 0

6. Outcomes

Outcomes	No. Participants
a. Tested higher on basic skills	pending[1]
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7. Years with the company

Years with the company	No. Participants
0-5	109
6-10	61
11-15	107
16-over	12

---

[1] Two students have recently completed the Basic Skills training by testing higher on Basic Skills levels.

COMMENTS: We are currently in the process of developing additional customized courses for Norris Trim and Penn Virginia Resources Corporation.

NOTE: All figures are based on data compiled from May 1991 through December 1992.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

Norris Trim 69 Penn Va 85
Ramada Inn 31 Joy Tech 47
Cyprus Foote Mineral 52
Buster Brown 17 Cumberland Glove 4
Natural Tunnel State Park 5
Ridgecrest Manor 1

3. Total No. Served: 311

4. Fed. Funds Obligate $260,102.00

5. Matching Funds/In-Kind: $97,726.00

6. Value Release Time: $290,020.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 37
Job Specific & Communication Skills 178
Organizational Effectiveness & Teamwork Skills 377

8. Contact Hours Provided: 858
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 36-50

2. Sex: No. Males 155 No. Females 156

3. Race/Ethnicity: No. who are:
White 311 Am. Indian/Alaska Native 0
Black 0 Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 82

5. No. Limited English Proficient: 0

6. Outcomes	No. Participants
a. Tested higher on basic skills	pending[1]
b. Improved communication skills	pending
c. Increased productivity	pending
d. Improved attendance at work	pending
e. Increased self-esteem	pending

7. Years with the company	No. Participants
0-5	116
6-10	64
11-15	119
16-over	12

---

[1] Five students have recently completed the Basic Skills training by testing higher on Basic Skills levels.

COMMENTS: We are currently in the process of developing additional customized courses for Norris Trim and Penn Virginia Resources Corporation.

NOTE: All figures are based on data compiled from May 1991 through February 1993.

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 725

2. No. Served at Each Site to Date:

Norris Trim 69 Penn Va 86
Ramada Inn 31 Joy Tech 47
Cyprus Foote Mineral 66
Buster Brown 17 Cumberland Glove 5
Natural Tunnel State Park 5
Ridgecrest Manor 15 Pak-Mor 2
Duff. Adult Res. Center 9

3. Total No. Served: 352

4. Fed. Funds Obligate $260,102.00

5. Matching Funds/In-Kind: $167,544.00

6. Value Release Time: $328,740.00

7. No. Participating in Programs Offered:

Basic Skill & Learning to Learn 36
Job Specific & Communication Skills 149
Organizational Effectiveness & Teamwork Skills 352

Total No. Participating: 537

8. Contact Hours Provided: 1171
(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 36-50

2. Sex: No. Males 171 No. Females 181

3. Race/Ethnicity: No. who are:
White 352 Am. Indian/Alaska Native 0
Black 0 Asian/Pacific Islander 0
Hispanic 0

4. No. Single Head of Household: 93

5. No. Limited English Proficient: 0

6. Outcomes	No. Participants
a. Tested higher on basic skills	20
b. Improved communication skills	undetermined
c. Increased productivity	undetermined
d. Improved attendance at work	undetermined
e. Increased self-esteem	undetermined

7. Years with the company	No. Participants
0-5	137
6-10	72
11-15	131
16-over	12

NOTE: All figures are based on data compiled from May 1991 through May 1993.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
HUMAN RESOURCE DEVELOPMENT PROJECT
Project Director's Final Performance Report
May 1993

Project Information

Mountain Empire Community College's Human Resource Development Project was funded by a National Workplace Literacy Grant. The federal funding began in May 1991 and ended May 1993. The Project conducted a variety of non-credit activities in the Duffield Industrial Park in Scott County, VA through its partnership with the Center for Business, Industry, & Government and Adult Basic Education. Training sessions were conducted on site at area businesses, the Human Resource Development Project training labs, Ramada Inn - Duffield, MECC, and other sites deemed appropriate by college personnel. The Project has an office and two training labs located at the Duffield Ramada Inn.

Accomplishments Vs Objectives

According to the goals and objectives of the National Workplace Literacy grant:

Goal 1: to raise the basic skills level in the targeted workplaces:
Obj. 1.1 is to build management and union support for skills training programs in workplace basics. This objective was accomplished. Management has encouraged employees needing certain skills training to participate in training programs. Some have even gone as far as allowing employees to set their own 40 hour work schedule in order to take classes, and paying release time. The union we worked with eagerly encouraged fellow employees to take advantage of our project and some union representatives participated in training programs themselves.

Obj. 1.2 is to present strategy and action plan for management and, where applicable, union approval. Management participated in the approval of all training plans, but the union involvement was limited to only a couple of training programs.

Obj. 1.3 is to assess the basic skill levels of the workers. Assessment of basic skills was only conducted on employees who were interested in participating in the Basic Skills classes due to the lack of interest in assessment of basic skill levels of all workers.

Obj. 1.4 is to provide basic skills instruction with an adult-centered curriculum. This was accomplished through the BLS Tutor systems program and through the Regional Adult Basic Education Center.

Obj. 1.5 is to provide instruction at the work site or similarly convenient location that are conducive to adult learning. This was accomplished by setting up training labs within at least 2 miles of each partner in the project, as well as conducting many training programs on site.

Obj. 1.6 is to maintain documentation of employee participants' basic skills progress. This was accomplished through a computerized record keeping system in the BLS programs and by the instructor's files.

Obj. 1.7 is to monitor and evaluate the workplace basic skills training program. This was done periodically by the instructor, the coordinator, and Adult Basic Education.

Goal 2: to train employees in organizational effectiveness and teamwork skills:

Obj. 2.1 is to identify with the business partners the organizational needs of the workplace. This was done through a needs assessment of 5 out of the 8 partners in this project. Those who did not participate in the needs assessment had already identified areas for which training was needed and did not wish to participate.

Obj. 2.2 is to design a series of instructional programs focusing on issues of organizational effectiveness and teamwork. This was accomplished through a program entitled "Munch and Manage". This program offered 7 different issues on organizational effectiveness and teamwork and was conducted during the week at lunch. In addition to "Munch and Manage", several customized programs concerning such issues were developed for various partners in the project and are described in detail later in this report.

Obj. 2.3 is to implement the program with supervisors, union leaders and employee team leaders. All customized training programs were implemented with the advice of supervisors, union leaders and employee team leaders. General training programs were implemented with the advice of most management leaders and the interagency council.

Obj. 2.4 is to evaluate the organizational effectiveness training program from the perspective of the program participants and management. This was done at the completion of each training program through program evaluation forms from participants and by personal follow-up with management through the project coordinator.

Goal 3: to demonstrate a collaborative effort among publicly funded organizations serving a rural area to pool resources and reduce duplication of effort:

Obj. 3.1 is to develop an interagency council made up of key personnel to facilitate communication and program implementation. An interagency council was effectively established for this project. Each member of the interagency council helped facilitate communication with participants, management, and union members, as well as playing a key role in the implementation of each training program by identifying needs and developing curriculum.

Obj. 3.2 is to evaluate the effectiveness of the collaboration based upon the meeting of the goals and objectives of the project and interviews of the key personnel by an external evaluator. Two external evaluators have completed their reviews of the project - the first was completed in April 1992 and the second was completed in October 1993.

Unfortunately, target dates for completing the above objectives were not met due to several uncontrollable factors. Completion of needs assessments and implementation of training programs were delayed 3 to 6 months due to the economic downturn of the region. Four of the eight partners experienced lay-offs during the start-up period of the grant. Employers were therefore unable to devote time and resources to conducting assessments and training.

In addition, the first project coordinator was not hired until August 1991- 3 months after the grant was initially awarded. In November 1991, the first project coordinator resigned and the next coordinator was not hired until January 1992 and the secretary for the existing coordinator was not hired until April 1992. These changes in personnel delayed conducting some assessments and implementing training programs. A six month extension of the grant was awarded due to the various circumstances surrounding the delay of the start-up period.

Although these delays existed, the project successfully completed almost all objectives before ending the project period in May 1993.

Projected Number Of Participants

The target number of participants to be served under this project was 725:

Basic Skills & Learning to Learn	100
Job Specific & Communication Skills	225
Organizational Effectiveness & Teamwork Skills	400

The actual number of participants to be served under this project was 537:

Basic Skills & Learning to Learn	36
Job Specific & Communication Skills	149
Organizational Effectiveness & Teamwork Skills	352

Out of 37 participants in Basic Skills, 20 completed the program and tested higher on basic skills. All those who participated in Job Specific & Communication Skills and Organizational Effectiveness & Teamwork Skills completed planned project activities. Only 3 out of 8 partners reported that 164 participants in the instructional areas of Job Specific & Communication Skills and Organizational Effectiveness & Teamwork Skills either stayed the same or improved in these areas. Outcomes for the remaining participants in these areas were undetermined due to lack of response from employers on post-program evaluations.

TRAINING PROGRAMS OFFERED

Business/Industry Customized Training

The Project began conducting a course in "Supervisory Skills" for 15 employees at **Joy Technologies** in February 1993. Training was completed in April 1993. "Supervisory Skills" is designed to teach the fundamental concepts and techniques needed for quality supervision, supervisor's role, team building and problem solving, and legal issues. This course is a spin-off from a previous course designed for 28 Joy employees in "Career Development" which is designed to teach values of career planning. career self-assessment, developing strategies, preparing a career development portfolio, etc. This course was conducted at the Ramada Inn from June 1992 - July 1992.

Penn Virginia Resources Corporation has been involved in many different aspects of training through the Project. Their most in-depth training has been in Organizational Effectiveness. This training program is designed for all 70 employees and includes the development of vision, mission, values, goals, and a strategic plan for the deployment of the entire Quality Improvement and Team Building program and is being conducted at the Ramada Inn-Duffield. Previous courses for PVRC include "Communicating with Computers" for 9 employees from August 1992 - October 1992. This course is designed to teach the fundamental aspects of hardware and software for technological improvement in business, industry, government, and education. Twenty-eight employees participated in "Communicating with Spreadsheets" (March 1992-October 1992), an introduction to terminology and the use of spreadsheets in performing particular job tasks; projects are designed for on-the-job use to clearly demonstrate and communicate needed data to others. "Relational Database Communications", an introduction to the terminology and use of a relational database in performing particular job task; projects are designed for on-the-job use to clearly communicate data to others, consisted of 10 employees and was conducted from May 1992 - June 1992. All computer courses were conducted at the Human Resource Development training labs. A course in "Business Letter Writing" was conducted at MECC for 16 employees. The purpose of this course is to teach basic skills in business letter writing; punctuation, spelling, word usage, 5 components of good business letters, reference materials, types of letters, word division, etc.

Norris Trim has been involved in one course conducted on-site: "Team Building & Problem Solving", designed to assist employees in organizing for team building and problem solving to create opportunities for improvement in organizational effectiveness; and three courses conducted at the HRD training labs: "Communicating with Computers", "Communicating with Spreadsheets", and "Word-processing Communications", an introduction to terminology and use of word-processing in performing particular job tasks; projects are designed for on-the-job use to clearly demonstrate and communicate needed data to others. Fifty-eight employees attended "Team Building & Problem Solving" (January 1992-June 1992), 8 employees participated in "Communicating with Computers" (June 1992-October 1992), 8 employees attended "Communicating with Spreadsheets" (April 1992-July 1992), and 6 employees attended "Word-processing Communications" (January 1993-March 1993).

Eight **Buster Brown** employees began training in "Word-processing Communications" in January 1993. Training was completed in April 1993. They have had 5 employees complete the course "Communicating with Computers" conducted from October 1992 - January 1993. Also one employee completed training in "Communicating with Spreadsheets" in May 1993. Each course was conducted at the HRD training lab.

Cyprus Foote Mineral received training for all employees in "Team Building & Problem Solving" in October 1991 at the Ramada Inn. Eight employees participated in "Communicating with Spreadsheets" from February 1992 - June 1992 at the HRD training lab and 11 employees attended a course at Ramada Inn in "Managing Your Own Behavior" which is designed to help others to take positive action, achieve goals, and build self-esteem. A second course in "Managing Your Own Behavior" was conducted for a full week in April 1993. Fifteen employees completed this course which was conducted at the Ramada Inn.

The Project conducted a course in "Word-processing Communications" for 8 **Natural Tunnel State Park** employees at the HRD training lab. This course began in February 1993 and was completed in May 1993. NTSP also received training for 5 employees in "Communicating with Computers" from September 1992-November 1992 at the HRD lab.

The **Ramada Inn - Duffield** requested a training and motivation program designed to equip 34 employees with the skills and attitudes necessary to create the level of guest service that produces return business. The course was titled “You're Somebody Special” and was conducted on-site from April 1992-July 1992. Two RI office employees have also been involved in “Communicating with Computers” (August 1992-December 1992) and “Effective Communication with Software Packages” (February 1993-March 1993), an introduction to terminology and use of a complete software package in performing particular job tasks; projects are designed for on-the-job use to clearly demonstrate and communicate needed data to others. Both courses were taught at the HRD training labs.

One course in “Communicating with Computers” was conducted for eight employees of the **Duffield Adult Residential Center** from March 1993 - May 1993. Training was conducted at the HRD training labs.

Ridgecrest Manor Nursing Home had sixteen employees to complete "Communicating with Computers" in May 1993. Two courses were offered at different days and times to meet the schedules of the employees. Six employees participated in one course and the remaining ten participated in the other. Training was conducted at the HRD labs.

General Courses Offered

Basic Learning Skills was a course offered at the Human Resource Development Project lab on Mondays and Wednesdays. Instruction of this program utilized the BLS STAT basic skills series. This series provided intensive review and remediation of basic skills for adults. The ten courses in the integrated instructional system covered math, reading, grammar, and offer fast results with GED, ABE, high school competency, workplace literacy, college remediation, and high school dropout prevention. Lessons automatically adapted to the student's progression and comprehension by the use of logical branching sequences; correct responses move the student forward through the lesson, while incorrect responses lead the student to supplemental information and an explanation of the error. Immediate feedback is provided for all responses. Student manuals and reproducible student worksheets were provided for reinforcement and skill transfer to printed page. There was a short test at the conclusion of each lesson. This ensured the student's mastery of the material before allowing them to proceed. Student record keeping was automatically maintained by way of a student record management system. This course was open to all employees in the Duffield Industrial Park and consisted of participants from Norris Trim, Buster Brown, Joy Technologies and Cyprus Foote Mineral for a total of 36 students.

A series of **Financial Planning Workshops** was offered through the Project and open to all Duffield Industrial Park employees. These workshops provided expertise in carefully designing a plan which would provide financial security in the future. Topics included money management, retirement planning, and investments. A workshop was offered in April 1992 at the Ramada Inn and consisted of 12 participants.

In September - October 1991 a series of **Munch and Manage seminars** open to employees in the Industrial Park was conducted at the Ramada Inn. The purpose of these mini-seminars was to give managers and supervisors a chance to sample what the Human Resource Development Project had to offer for their organization, as well as allowing them to renew some of their management skills. Topics included Time Management, Work Styles, Communications Skills, Conflict Resolution, Team Building, Adventures in Attitudes, and Stress Management. A total of 43 participants attended these seminars.

As a result of the Munch and Manage series, the Project offered a **Lunch and Learn seminar** in November 1992 titled "Motivating Others", a program designed to help others take positive action, achieve goals, and build self-esteem. This seminar was broken down into three sessions, each held at the Ramada Inn, and included a total of 10 participants.

Dissemination Activities

Due to the success of the Human Resource Development Project, most partners previously under the grant are now paying for the training programs they once received at no cost under the project. In addition, many of the training programs have been expanded to organizations in other counties. These training activities have also been shared with other community colleges and educational programs in the area.

Evaluation Activities

The Human Resource Development Project has been evaluated on all training activities by each participant in each program. Two external evaluations were conducted of the project - one in April 1992 by Rex Adams and the second in October 1993 by Linda Kilgore Burkett.

Changes in Personnel

At the beginning of the project, Peggy Rusek was named Project Director, Susie Tinnon was hired as Project Coordinator, and Mitzi Holyfield was hired as the Office Services Assistant. In November 1991, Susie Tinnon resigned as Project Coordinator and Mitzi Holyfield was hired as Project Coordinator in January 1992. Debra Speck was hired as Office Services Assistant in April 1992 and Sue Ella Boatright replaced Peggy Rusek as Project Director in July 1992.

Summary

The Project has attempted to meet the needs of the partners of the National Workplace Literacy Initiative and has worked closely with all partners to identify the needs of each individual organization. Each training program was developed as a result of needs identified and in cooperation with Project trainers and representatives from the organization for which each training program was developed. We feel confident that our partners have received the training that was best suited for the needs of their particular organization. This summation is based on the evaluations of each individual who participated in each training program and from follow-up conversations with the management personnel of each company upon completion of each program.

APPENDIX J

WORKPLACE LITERACY REVISED BUDGET SUMMARY

6a	Personnel	Federal	Partners
	Project Director (30% for 18 months based upon $48,000 annual salary)		21,600
	Project Coordinator (100% for 18 months based upon $33,000 annual salary)	$49,500	
	Clerk Typist (100% for 18 months based upon $14,000 annual salary)	$21,000	
	Educational Providers Representatives (20% for 18 months based upon $40,000 annual salary of each)		24,000
	Technical Assistance-computers, marketing & promotion, a-v services		5,000
	Staff time of business & industry partners (78 wks x 20 hrs./wk x 25 people)		39,000
	Subtotals	$70,500	$89,600
6b	Fringe Benefits (Current rate is 33%)		
	Project Director		7,128
	Project Coordinator	$16,335	
	Clerk Typist	6,930	
	Two education providers representatives		7,920
	Subtotals	$23,265	$15,048
6c	Travel		
	Two project directors' meetings		
	Washington, DC		
	Airfare $500 x 2 trips	$1,000	
	Lodging 2 nights x $120 x 2 trips	480	
	Meals 3 days x $50 x 2 trips	300	
	Two professional meetings	$2,000	
	Local Travel	2,000	
	Subtotals	$5,780	

6d	Equipment		
17	IBM PS/2-25, 640 K, 20MB hard disk, color monitor	$1336 ea	22,712 ✓
17	Computer Tables	$300 ea	5,100
17	Computer Chairs	$225 ea	3,825
1	HP Lazer Jet 3 Printers	$1200 ea	1,200
1	Century 5 Printer Stands	$98 ea	98
21	Cables	$65 ea	1,365
1	Switchbox	$95 ea	95
	Computer Lab Maintenance		5,400
	Totals		$ 39,795

	Installation		1,500
	Utilities		4,000
	Bookcases, File Cabinets		2,000
	Security		5,000
	Space for housing		5,000
	Subtotals	$39,795	$17,500
6e	Supplies		
	Office Supplies	$2,000	$1,000
	Instructional Supplies	3,000	
	Dissemination Costs	2,000	2,000
	Subtotals	$7,000	$3,000
6 f	Contractual		
	Curriculum Design & Instructional costs	70,000	
	External Evaluation		
	5 days @ $250 per day	1,250	
	Travel Expenses (2 trips)		
	Airfare $500 x 2	1,000	
	Lodging $40 x 3 days	120	
	Meals $25 x 5 days	125	
	Subtotals	$72,495	
6h	Other		
	Computer Software	$8,000	
	Assessment Instruments	7,000	
	Audio-visual Instructional Materials	7,000	
	Staff Development		500
	Subtotals	$22,000	$500
	TOTAL DIRECT COSTS	$240,835	$125,648
Indirect Costs	8% x $240,835	$19,267	

WORKPLACE LITERACY FEDERAL EXPENDITURES TO DATE - 4/7/92

		Budgeted	Spent	Remainder
6a	Personnel			
	Project Coordinator	$49,500	$15,511	$33,989
	Clerk Typist	$21,000	$ 8,268	$12,732
	Subtotals	$70,500	$23,779	$46,721
6b	Fringe Benefits	$23,265	$ 9,420	$13,845
6c	Travel	$ 5,780	$ 296	$ 5,484
6d	Equipment			
	Lab with 10 stations	$34,395	$19,287	$15,108
	Computer Lab Maintenance	$ 5,400	1,800	3,600
		$39,795	$21,087	$18,708
6e & h	Supplies & Other	$29,000	$ 3,122	$25,878
6f	Contractual (These costs appear as wages on our centralized accounting reporting system budget/expenditure statements)			
	Project Director (Employed summer term for administration of this project 50% of 3/4 time)		$ 3,828	
	Instructor		375	
		$72,495	$ 4,203	$68,292
TOTAL DIRECT COSTS		$240,835	$62,127	$178,708

MOUNTAIN EMPIRE COMMUNITY COLLEGE
DRAWER 700, BIG STONE GAP, VIRGINIA 24219

August 31, 1993

Ms. Constance Tynes
Education Grants Staff
U. S. Department of Education
Office of Vocational and Adult Education
Division of National Programs
400 Maryland Avenue SW
Washington, DC 20202-4835

Dear Ms. Tynes:

Enclosed is the Financial Status Report for the FY 1991 National Workplace Literacy Program (CFDA 84.198A). Project Title Human Resources Development Project (Workplace Literacy Initiative in Southwest Virginia), Award No. V198A10075.

The budget includes expenditures to date and does not account for encumbrances. We will send an amended budget after encumbrances have been expensed.

Should you desire additional information, please let us know.

Sincerely,

Mitzi Holyfield

Mitzi Holyfield, Coordinator
Human Resource Development Project

Enclosure

cc: Sue Ella Boatright
Amy Barker

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted U. S. DEPT OF EDUCATION	2. Federal Grant or Other Identifying Number Assigned By Federal Agency V198A10075-91	OMB Approval No. 0348-0039	Page 1 of 1 pages

3. Recipient Organization (Name and complete address, including ZIP code)

MOUNTAIN EMPIRE COMMUNITY COLLEGE
DRAWER 700
BIG STONE GAP, VA 24219

4. Employer Identification Number 541268294	5. Recipient Account Number or Identifying Number 314	6. Final Report ☒ Yes ☐ No	7. Basis ☒ Cash ☐ Accru

8. ~~XXXXXX~~ Period (See instructions) From: (Month, Day, Year) 05/01/91	To: (Month, Day, Year) 5/31/93	9. Period Covered by this Report From: (Month, Day, Year) 5/01/91	To: (Month, Day, Year) 5/31/93

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays			$407,987.00
b. Recipient share of outlays			$165,544.00
c. Federal share of outlays			$242,443.00
d. Total unliquidated obligations			$
e. Recipient share of unliquidated obligations			$
f. Federal share of unliquidated obligations			$
g. Total Federal share (Sum of lines c and f)			$242,443.00
h. Total Federal funds authorized for this funding period			$260,102.00
i. Unobligated balance of Federal funds (Line h minus line g)			$ 17,659.00

11. Indirect Expense

a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☐ Predetermined ☐ Final ☒ Fixed

b. Rate	c. Base	d. Total Amount	e. Federal Share
8%	$240,835.00	$19,267.00	$19,267.00

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governin legislation

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title: Amy Barker, Business Manager

Telephone (Area code, number and extensi: (703) 523-2400 Ext. 207

Signature of Authorized Certifying Official: Amy B Barker

Date Report Submitted:

Previous Editions not Usable

Standard Form 269A (REV. 4
Prescribed by OMB Circulars A-102 and A

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HUMAN RESOURCE DEVELOPMENT PROJECT

IN-KIND CONTRIBUTIONS
(MAY 1, 1991 - MAY 1, 1992)

BUSINESS PARTNERS

Value of Facilities	$10,050.00
Value of Executive Time	17,668.00
Value of Employees Time	23,661.00
Value of Goods and Services	1,340.00
	$52,719.00

EDUCATIONAL PROVIDERS

Center for Business, Industry, & Government:	
Office Personnel in Continuing Education	$ 2,000.00
Work & Family Institute	7,000.00
Student Services Counsellors	50.00
Career Development Resource People	160.00
C-Big Director	12,000.00
Pride:	
Purchase of BLS Software	6,000.00
Staff	60.00
Regional Adult Basic Education:	
Marketing and Meetings	500.00
Mountain Empire Community College:	
Technical Assistance (AV Service, Printing, Marketing, etc.)	3350.00
TOTAL	$31,120.00
GRAND TOTAL	$83,839.00